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ABSTRACT

The reflections of 79 participants attending a national conference on special adult degree programs are synthesized. The central theme of the first session was the identification of the most appropriate content for a liberal studies curriculum. Session 2 expressed concern over major problems: the transient nature of man; the role of accrediting agencies as partners in innovation; student selection; performance of adult students; and the needs being met by special adult degree programs. Session 3 was concerned with five questions about independent study: What is it? What are the best means of supporting it? What kind of faculty is needed? What are their roles? How should they be paid? The fourth session underscored the need for careful choice of faculty for the adult degree program. The commentators in Session 5 indicated that evaluation needs to be varied, comprehensive, and sequential, and that instruments based on normal distributions are appropriate for only some purposes. In Session 6 educators were advised to keep in touch with reality when preparing people for future jobs. The final session focused upon the educator's attitude as the key to innovation. (A list of the participants is included.) (NL)

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PROCEEDINGS OF A NATIONAL CONFERENCE ON SPECIAL ADULT DEGREE PROGRAMS

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PROCEEDINGS
of
A NATIONAL CONFERENCE
on
SPECIAL ADULT DEGREE PROGRAMS

General Telephone Conference Facility
Tampa, Florida
January 28-30, 1970

Co-sponsored by the
Center for Continuing Education
and
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and the
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BIS — Adult Degree Program
Center for Continuing Education
University of South Florida
Tampa, Florida 33620

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PREFACE

The last conference of this type was held in 1963, under the sponsorship of the Center for the Study of Liberal Education for Adults in cooperation with the Department of Defense and the Air University, Maxwell Air Force Base. The emergence of new special adult degree programs and the dawning of a new decade warranted the calling of another such meeting for appraisal and projection.

Mr. Richard Brightwell, Director of the Center for Continuing Education at the University of South Florida, sensed the timeliness of such a meeting. In 1968, he wrote Dr. A. A. (Sandy) Liveright, formerly director of the Center for the Study of Liberal Education for Adults (CSLEA), proposing that a conference be called. Sandy died the following year. The 1970 Conference was in many ways a reflection of his imaginative efforts in this field. These proceedings might appropriately be dedicated to his memory.

The discourse and dialogue reported in this record of the Conference is a synthesis of the reflections of some seventy-nine participants representing the concerns of educators, of educational administrators from public and private colleges and universities, of educational representatives of the United States Air Force, and of official representatives from the Southern Association of Colleges and Schools, the College Entrance Examination Board and state and national educational agencies and professional organizations.

Much of what was said relates directly to one of the most recent innovations in higher education, the special adult degree program. The breadth and commitment of the resource people and participants alike expanded the topical scope of the Conference to include what might be described as *areas of concern* in adult education and in higher education generally. Phrases like — relevance of subject matter to the realities of life, open admission to serve the needs of a classless society, more liberal policies regarding transfer of credits for the mature, mobile American, the technology and the new language of education, strategies for innovation, identifying and serving the needs of countless unknown audiences — are illustrative of some of the problems and challenges that collectively constitute a checklist of priorities for adult educators in the decade of the seventies.

Mr. Brightwell has already been credited for his role in issuing the call for the Conference. Dr. Russell Cooper, Dean of the College of Liberal Arts, University of South Florida, and Dr. Glenn Goerke of the Board of Regents staff, State University System of Florida, should be recognized for their assistance in supporting the meeting.

Special recognition should also be accorded Dr. Allen Tucker, Vice Chancellor for Academic Affairs, State University System of Florida, and Dr. John Allen, President of the University of South Florida, for their contribution to the Conference as keynote speakers.

Those who attended the Conference and those who read the proceedings will readily appreciate the able service of the resource speakers — Dr. George F. Aker, Dr. Jess Burkett, Mr. Paul Delker, Dr. Glenn A. Goerke, Dr. Cyril O. Houle, and Mr. Jules Pagano. Their remarks and responses recorded herein probably represent the most comprehensive statement of the nature and role of special adult degree programs to date.

Editing this record required both courage and humility. The essence of the assignment was to distill the significant. The most practical problem was to make the spoken word read relatively well. The language of the first session and portions of the second and third sessions had to be paraphrased due to technical failures associated with the recording process.

Wherever and whenever possible, those who spoke are identified by name and by institution or agency. The conference discourse and dialogue are reported for the most part in the order of occurrence. In a few instances, topical sequence was given priority over the actual order of presentation.

In sum, the style and structure of the proceedings reflect the editor's ambition to enable the reader to discover the significant while sharing the climate of informality that pervaded the Conference. As is the custom, he assumes full responsibility for any errors which may appear in the document.

Kevin E. Kearney
University of South Florida

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CONFERENCE PROCEEDINGS

SPEECHES OF WELCOME

Mr. Michael Kobasky, Conference Coordinator for the University of South Florida Center for Continuing Education, called the Conference to order. He then introduced Dr. John S. Allen, President of USF.

Dr. Allen presented a short speech in which he summarized the first decade of USF's history. He described the University in terms of the faculty, the student body, and the enormity and beauty of the physical and plant environment.

In the course of his remarks, President Allen cited some of the established and projected innovative ventures in higher education that he felt were part of the responsibility of an urban university. He then identified USF's Bachelor of Independent Studies, Adult Degree Program as one such venture. Inaugurated in the Fall of 1968, the Program could be described as having made a strong beginning. In his peroration, the speaker welcomed the delegates to the Conference and enlisted their help in charting the course for the future of the Special Adult Degree Program at USF and in the Country as a whole.

Mr. Kobasky introduced Dr. Kevin E. Kearney, Director of the USF Bachelor of Independent Studies, Adult Degree Program. The speaker thanked Dr. Allen for taking time from a pressing schedule to address the delegates.

After extending a personal welcome to the participants, Dr. Kearney presented a brief sketch of USF's BIS, Adult Degree Program to orient those not acquainted with special adult degree programs and to furnish the group as a whole with a "for instance" or a framework which might serve as a point of departure for the Conference.

Applicants are required to clear two levels of admission. First, they apply for admission to the University in accordance with the same criteria as any other undergraduate, degree-seeking applicant. After clearing University Admissions, the applicant's credentials are submitted to the BIS Council, the Program's policy-making body, for evaluation. The Council screens applicants in keeping with such criteria as age, academic background, reasons for wanting to enroll in the Adult Degree Program as opposed to a traditional, residential degree program, work experience, and other relevant factors associated with choosing candidates for a program requiring a marked degree of motivation, persistence, and maturity.

Following admission, the student proceeds through what may be described as pre-enrollment procedures. He begins by taking a battery of diagnostic tests which are used to determine aptitude in the Social Sciences, Natural Sciences, and Humanities, and to inventory his reading skills. Pre-enrollment also includes initial advisement and attendance at a group orientation conference on a voluntary basis.

Following completion of admission and pre-enrollment procedures, the student is ready to enroll in his first area of study. By way of overview, the curriculum consists of four areas of study—Humanities, Social Sciences, Natural Sciences, and Inter-area studies—each of which is divided into two segments.

The first segment of each area is entitled *guided independent study* and consists of directed reading under the supervision of a faculty adviser through the mail or by personal interview when possible. Studying at home, the student interacts with authors assigned in the various disciplines allied with the area of study. On a systematic, periodic basis he shares his reactions with his preceptor. This process continues until the adviser is satisfied that the student is widely enough read to have acquired a sophisticated layman's view of the fundamental principles of the area disciplines and that he can interrelate these principles. On successful completion of an area comprehensive examination the student qualifies to proceed with the second segment of study required for each area—the intensive, short-term, resident seminar.

While guided independent study is the medium affording breadth in a study area, the seminar is planned to give the student a depth experience. The activities of the seminar focus on a central theme or issue pertinent to the area of study. The student "studies" in depth through theme-related reading, writing, listening, and speaking experiences. Interaction between students within and outside of the formally structured activities of the seminar is as important as the interaction between students and faculty.

After satisfactory completion of guided independent study and a seminar for each of the four areas of study, the adult qualifies for a Bachelor of Independent Studies Degree.

Dr. Kearney concluded his remarks by introducing the Presiding Officer of the first session of the Conference—Dr. Russell M. Cooper, Dean, College of Liberal Arts. Dean Cooper's interest in and affiliation with the BIS Program were easily identified. He had followed the development of the Program with great personal interest and is Dean of the College which houses the BIS Program academically.

SESSION I

Dr. Cooper introduced the resource people for the first session—Dr. George Aker, Head, Department of Adult and Continuing Education, Florida State University and President of the Adult Education Association, and Dr. Cyril O. Houle, Professor of Education, the University of Chicago. He also called the audience's attention to the theme assigned for the first session: "Have we identified the most appropriate content for a liberal studies curriculum for adults?"

Dr. Houle spoke first on invitation of the Chairman. He began by tracing the long history of the baccalaureate degree. He described the degree as an invention that went back some eight hundred years. The tradition of the degree "represented something deep in the feelings and history of Western man." Harvard had been the first in our Country to award a baccalaureate degree in 1642. In 1966, 555,000 baccalaureate degrees had been awarded. The speaker summarized his historical synthesis by characterizing higher education as "an established enterprise".

The present system associated with the baccalaureate degree rested on about fifty years of history. The Adult Degree Program concept represented an extension of the terrain.

In his closing remarks, Dr. Houle urged educators to "carry from the altar of the past not the ashes but the fire." He identified the goal of any educational program as the change brought to people's lives as a consequence of their exposure to learning.

Dr. Aker felt that as educators we were groping for understanding. We had no experience as a base. In his view the Conference Agenda reflected tradition, courses, categorization.

Some of the questions requiring our attention were: What is a competent adult? What does he need to know to function in the world? One characteristic that seemed to be typical of many adult students is that "they need to learn how to learn."

The speaker did not believe that existing degree programs were relevant to adult needs. "What are we doing with diagnostic tests? Are we finding out what is wrong and then offering the prescription?"

Dr. Aker amplified his charge of non-relevance by contending that existing special degree programs were already suffering from rigor-mortis. The BIS Program, for example, was the same as the first special degree program. In his concluding remarks, the speaker called for Colleges of Continuing Education that would evolve new concepts of adult education.

Chairman - "Perhaps we need to explain what we mean by the term relevance."

Dr. Houle - "To me, relevance does not relate to the immediate needs of individuals but to the long pull—to the whole life."

Dr. Aker - "I see relevance in the current issue of stabilizing our environment to sustain life."

FORUM PERIOD
QUESTIONS AND COMMENTS FROM THE AUDIENCE

Dr. Kearney - "We need not get bogged down over the term *relevance.* The able educator doesn't try to teach anyone what to think at any given time. He strives to teach people how to think. As a consequence, he hopes that students will be able to reckon with the problems of the future as well as the present. Who could say what is relevant and what is not, without reference to a specific context?"

Dr. George J. Dillavou, Dean, Continuing Education, Roosevelt University - Planners in the Roosevelt Program had disregarded traditional hours and methods. The special degree program at Roosevelt University was not limited to a liberal studies curriculum. One could choose vocational or professional goals as well.

Mr. Thomas B. Robb, Director of Advanced Pastoral Studies, San Francisco Theological Seminary - The San Francisco Theological Seminary Program included opportunities for enrollment in liberal studies, technical studies, and professional studies.

Dr. Dillavou - "Perhaps one reason that programs lack flexibility is that educators are too timid. Many seem to be afraid of the accrediting Associations."

Question directed to Dr. Houle - "How do you validate work on a national basis?"

Dr. Houle - "There are many ways but let me mention a possible very bold one. Mrs. Jacqueline Grennan Wexler, formerly of the Academy for Educational Development and now serving as President of Hunter College, has been designing a master plan for a university that would not teach but would certify. The university would function as a validating agency. It would evaluate scattered credits earned and make arrangements for advanced placement along with suggestions for further work, all of which would add up to a degree which would be awarded by this validating university."

Miss Elizabeth Powell, Independent Study Supervisor, University of Georgia - "What kind of degree does industry want its people to have?"

Dr. Kearney, on recognition from the Chairman - "If industry wants a specialist, they go hire an individual with a specialized degree. When filling many other positions they simply call for possession of an undergraduate degree. The kind or nature of the degree is unimportant. All they want to know is that the individual has subjected himself or herself to the discipline of having earned a degree."

Dr. Paul G. Butterfield, Administrator, Weber State College - indicated that the military, for the most part, sought people trained in a technical sense.

Mr. Robert W. Quick, Adult Education, H.Q., U.S. Air Force - reported that the Government sought undergraduate and graduate professional programs.

Dr. Jess Burkett, Assistant Vice-President, University Projects and formerly Assistant Dean of the College of Continuing Education, the academic unit for the University of Oklahoma Adult Degree Program - "It didn't seem to make any sense to try to design a curriculum for all people. The University of Oklahoma BLS Program focuses on central learnings that people need to know as related to the central problems of man in the twentieth century."

Reaction from Dr. Aker - He wished to disagree. He believed in the pluralistic approach—that is, meet the needs of all groups. One could go so far as to utilize adults themselves as part-time faculty members. This could be supported on the ground that the tutor learns.

Chairman's Summary: The central theme assigned for the session was the identification of the most appropriate content for a liberal studies curriculum. Due to the extensive range of the group's educational interests, the discussion had focused on the pre-suppositions of content.

The conferees seemed to have a prime concern with liberal education.

There was also much interest in special educational programs for the career and professionally oriented student.

The group also seemed interested in emancipating educators from the structure of requirements so they could become more innovative in planning future educational programs.

SESSION II

Discussion Leader:	Mr. Paul V. Delker Director, Adult Education Programs U. S. Office of Education
Resource People:	Dr. Glenn A. Goerke Director, Academic Program Coordination State University System of Florida
	Dr. Cyril O. Houle
Session Theme:	Can we identify a meaningful and adaptable pattern of reading materials for guided independent study for the various areas of study?

After being introduced by Mr. Kobasky, the Chairman presented the following observations. Speaking of his Division, Mr. Delker stated - "We are interested in the entire field of Adult and Continuing Education and attempt with the resources available to provide some national focus for that field. This is no mean task since we have been able to identify over two hundred and thirty adult education programs throughout Federal Government.

"My interest in the adult degree program is, first, as a new departure for relevant and effective education of adults. I am also looking at it in terms of targets for this decade, building on Commissioner Allen's 'Right to Read Program' which has a target of eliminating illiteracy by 1980 and his speech at the Galaxy Conference which most of you, if not all of you, heard on the educational third dimension. I am also interested in the concept of adult and continuing education as institutionalized in the adult degree program, as a resource for developing the literally millions of adult educators that we will have to produce if the educational third dimension is to be a reality and if illiteracy is actually to be eliminated."

After identifying the resource people, the Chairman invited Dr. Houle to speak.

Dr. Houle, reverting to his earlier role as historian, observed that this was not the first national conference of this sort. Following this observation, Dr. Houle introduced a late-comer to the Conference, Dr. James Shelburne, Educational Consultant for the Commanding General at the Air University at Maxwell Field. Dr. Shelburne had served as host for a previous conference on special degree programs years ago.

Following his introduction of Dr. Shelburne, the speaker went on to characterize the makeup of the Conference audience in terms of five different clusters of people.

"The first group and the ones who were the special target audience of this particular Conference are the people who are running specially contrived and specially developed Liberal Arts Bachelor's Degree programs on the Oklahoma, University of South Florida, or other model. Another group closely allied, but essentially unique in a good many ways, are the people who are interested in special baccalaureate programs which have liberal education as a component but also include other kinds of fields of concentration of a non-liberal arts sort, such as the Roosevelt University type. A third group of people here represented, I think, fairly substantially, are people in University Extension Divisions and Evening Colleges who are responsible for the translation of regular bachelor's programs to adult audiences in off-campus courses and evening courses and in other kinds of things. Northwestern University would be a good example of that. Fourth, there are some university people here who are considering a program of one of these three types. They have not yet finally made a commitment. They are here looking at it and thinking about it. They are the souls we want to convert if we possibly can, and save from whatever dangers they may now be encountering. And finally we have a group of people from what might be called facilitative agencies—the Air Force, the College Entrance Examination Board, the Southern Association for Accreditation, and others. These are agencies who want to help us, want to know more about what we are doing, and want to feed their own ideas into the group."

Following Dr. Houle's remarks, the Chairman invited Dr. Goerke to address the Conference. Dr. Goerke's remarks were as follows - "Cy has described, I think, very well the five different groups represented here today. I think we have got another problem confronting us that we really and truly ought to take a look at during the Conference. That is, we have got not five but maybe fifty different audiences taking a look at us. Somebody said just recently that higher education has moved from a privilege for a few to the right of many, possibly to obligation for all.

"We are talking here today about the University of South Florida's Program. We are proud of it because it is departure. It is not a radical departure, but it is a *departure* for the State University System of Florida. We would hope that it is not the last departure but only the beginning. It's broken down some things existing in the academic community. And we are all aware of the fact that moving away to anything that is new, a special degree or a different kind of anything is quite difficult. I would hope, however, that you would not leave here with the thought that this is *the* way to do it. Had we felt this way, we could have sent out Oklahoma's brochure, Syracuse's, and a few others which are excellent programs. I am hopeful that there will be a vein of thought running through our discussions which allows the fact that not only is this a departure but that we are going to have to make several more radical departures in terms of those unlimited number of audiences that are looking us directly in the eye.

"I would submit that we have got some real problems now because Boards of Regents, Chancellors, and Legislators and most of us are pretty much cut out of the same mold and have dealt with one another and have had a direct and very effective line of communication. This has been the case because all of us share quite similar backgrounds, the same experiences and can talk to one another. Hence there have been few really severe problems. Just as long as you and I talk to one another you know we both pretty much understand the same things and there is little of major significance to argue about.

"Let's go back to those fifty different audiences again, or a hundred and fifty, I do not know how many there are. I do not even know how to count them. I submit to you that the public apathy which has allowed us to enjoy the fact that we could talk to one another for a lot of years is no longer there and that the public to a much greater degree is going to have a lot more to say about higher education. These audiences are going to have far stronger voices than we have heard before. And we are going to have a difficult time listening. It is going to be pretty hard to tune in to some of the things they say to us. So that, I hope, running through our Conference is the thought that not only are we collected here as five different groups or five different kinds of programs, but the idea that throughout this whole Conference I would hope that some thoughts and ideas that are provocative will allow you to leave here and go home to initiate something other than a Syracuse, or a Goddard, or a Chicago, or a University of South Florida approach—to see better ways of doing things than we have done for some of these different audiences.

"I think we are going to have to innovate. It is going to be very critical. Some institutions, I think, are going to be able to play in this kind of ball game. Others by choice will not. I think this is good. I really think it is time that we make some institutional decisions in this regard rather than giving lip service to the fact that we are all things to all people. I don't think we are. I don't think we intend to be, nor in some instances do we really want to be. And this is a decision that has to be made by an institution in its own framework and within its own guidelines and in keeping with its own philosophical base and its commitments. But I think some institutions are going to have to look at playing new and different roles, and I hope that when you go home that some of you will put together programs for audiences that differ from those programs that are represented and will be discussed here.

"Here in Florida we hope that our six operating institutions and the two more that are now beyond the drawing board stages in our State University System will be innovative and creative enough that they provide some radical departures from what we are talking about here today.

"Florida, like most states, kind of grew up backwards. We are now getting around to building institutions in our major metropolitan areas.

The University of South Florida here in Tampa is one of them. Our two newest institutions are going into Miami and Jacksonville. We would not expect that they be the same kind of institutions as our other six. The President of the new institution in Dade County is talking about it being a land-grant institution of the city with strong adult and continuing education emphasis. I don't think he will attempt to emulate the University of Florida or Florida State University, which both have excellent graduate programs and have attracted national recognition. They play a very critical role. We will soon have nine institutions in this State under one State University System. I don't think we are all going to be able to play the same role. We are running out of that audience. We are overproducing in some areas. We have got other audiences that are now beyond the whisper stage in trying to tell us something and I am not too sure we have heard them yet.

"That is introductive, Paul. Now, I will get to talking about content and methods for special degree curriculum. I guess what I would like to see emphasized in all kinds of special adult programs is more concern for talking about people and man-man relationships. All of those new audiences that I am talking about, I think, are concerned about man and man. And this is really our current major problem, isn't it? This is where the action is going to be and this is where the troubles are. It is important enough now that it is shaking the foundations of institutions in this Country. And it's probably going to shake them a little bit harder.

"I could sit here and debate what has been debated for years about content versus method. Our scholars will tell us that if you want a man to understand something about biology, obviously, he has got to read a book that has something to do with biology. If you are going to try to get him to understand physiology, he is going to have to read a book that has something to do with physiology. Now if you make a basic reading list of several pails of knowledge and you want everybody to dunk their toes in each one of the pails, that's one way to go about it. On the other hand, if a student dunks his toe in the first pail and he likes the pail and you are flexible enough to sense his direction, you get a bigger pail and a deeper pail and you put more there and you spend more time in that particular pail of knowledge than in the others. Whether you deliver the pails via lecture, TV, independent study, seminars or whatever method that proves successful seems to me a process of trial and evaluation. What worries me most when we take a look at content and method, is how we do some of these things when we think about the other audiences outside the framework of our current special adult degree programs. I wonder about some of these other audiences with different backgrounds and experiences and what we are going to do with them in respect to content and method."

FORUM PERIOD
QUESTIONS AND COMMENTS FROM AUDIENCE

Mr. Quick - Due to the transient nature of our society, there is a need for greater articulation between institutions with respect to the transfer of credits. There is also a need for greater willingness on the part of institutions to extend their programs beyond the limits of their campuses. The University of Maryland, Southern California, Oklahoma, and Southern Illinois were cited for their comprehensive extension services. The speaker thought that these problems went beyond the special needs of the military.

Dr. Shelburne - The problem of national accreditation is a related topic of special concern.

Dr. Goerke - noted the presence of representatives from the Southern Association of Schools and Colleges. He sensed that some administrators lean on accreditation as a crutch to stop things from happening. This was not in keeping with the spirit of accrediting agencies. Institutions can and should move ahead with new departures. If they keep in close touch with accrediting agencies, they will find them knowledgeable and sympathetic.

Miss Powell - Can a student transfer credits into one of these programs?

Dr. Kearney - answered the question in two ways:

"(1) One can transfer work from one adult degree program to another. The University of South Florida and the University of Oklahoma have a reciprocal agreement allowing for the transfer of work completed in one adult degree program to another adult degree program.

"(2) An individual's background is recognized. If the applicant is admissible to the University, and the BIS Program, his advisers in the various areas of study will recognize his relevant, residual knowledge via the pace at which he is allowed to proceed. We do not transfer credit hours *per se*. We do recognize relevant, residual knowledge. In sum, we make every attempt to take the student from where we find him to the level of sophistication required of a BIS graduate."

Dr. Houle - didn't believe that placement within special degree programs represented a problem. He couldn't imagine "a valid special degree program that doesn't do a great deal of independent counseling and guidance and judgment calling upon the College Entrance Examination Board examinations and on transcripts if they will be helpful. More than that, discussing it and trying to work out a pattern. At Roosevelt, they carry the thing one step further by having what they call a Pro-seminar, which is one kind of group gearing-up process."

He thought the problems identified by Quick and Shelburne were "larger problems which go beyond us (the Conference)". The whole "paraphernalia of academic bookkeeping" was necessary because "there are now about 2,650 institutions of higher learning in this Country with one new one being added each week." The Wexler effort which he had described in the first session would probably solve the problems through the creation of a national university "that would not teach but would only certify."

He wanted to proceed next to the provocative question of audiences for the special degree program. Anyone planning such a program would have to face one central question - "Will you take the ablest people you can find who will respond best to your teaching and will establish the prestige of your program on the campus? Will you try to sift out these key, bright individuals or will you, feeling a strong commitment to democracy, open the door to everyone?" This was the point Dr. Goerke had raised earlier and the speaker indicated that he would like to hear the issue discussed.

The Chairman recognized **Dr. Dillavou,** who explained how Roosevelt University was trying to meet the needs of various audiences via "interim emergency steps." These steps were: "(1) Offering the standard Bachelor of General Studies for some. (2) Offering an alternate program for students who have accumulated eighty semester hours of transferable credit. The integrative seminar may be waived for students having an appropriate background in the Humanities, Natural Sciences and Social Sciences. The individual is placed in an academic department where he earns twenty-seven semester hours. On completion of the internship, he graduates. (3) Offering a new program called DISCOVERY for the really bright students.

- If a student scores about 90th percentile on CLEP, in all five parts, he is interviewed. If he seems to have potential, he is invited to take the GRE.
- If he scores about the 60th percentile on the GRE, he is put in touch with a member of the graduate faculty. He chooses a discipline and takes a one-semester tutorial. He writes a senior thesis or sub-masters level paper. At end of the semester, the director, associate director and a member of the graduate faculty evaluate the student's record. If all three vote admission to the graduate school, the graduate school will accept the student for enrollment in a master's program."

A Participant, representing the Head Start Program - urged conferees to follow the lead of institutions involved with supplementary training programs by adopting an attitude of "oneness" with respect to admitting students to colleges and universities. Institutions of higher learning, in the speaker's view, should open their doors to the educationally disadvantaged.

Dr. Houle - "The issue of selectivity has to be resolved on every campus. When Dr. Kearney talked about the BIS Program, he gave me the sense that the University of South Florida was screening applicants very carefully. This reflected one point of view—selecting students whose academic success would prevent a program from disappearing. The other point of view, expressed by the last speaker, called for a sense of social mission in education. These two points of view represent an important fundamental issue."

Dr. Burkett - agreed that this was an important fundamental issue. "When an institution becomes innovative it may have a tendency to be fearful that it has established a proper initial image to the exclusion of very excellent prospects for a program." After ten years of experience with this type of program, Oklahoma had found "that just about any of the usual measures of success for the typical college freshman afforded no basis at all for predicting success in the Adult Degree Program." Consequently, Oklahoma made no attempt to discriminate among applicants. "If they were admissible to the University of Oklahoma, they were admissible to the BLS Program."

Mr. Frederick P. Gardner, Rochester Institute of Technology - told of a program in Humanities some years ago which was designed primarily for women whose husbands had attended school under the G.I. Bill as sort of a "catch up" program. After a year or so, the actual population of the program turned out to be adult students who attended on scholarships and other adults who could afford to enroll. The change in population changed the curriculum. The point Mr. Gardner wished to emphasize was that, as we discussed the issue of "egalitarianism versus elitism," we should recognize the option of integrating various types of audiences in our program as opposed to setting up special programs for different groups."

Dr. Goerke - "Let's get back to the agenda. Assuming a student has been admitted to a program—where do you want the student to go? How will you determine this? Who will make this determination? Does the student have a say in these determinations?"

Dr. James E. Holland, University of Missouri - How does a graduate of a special adult degree program compare with a graduate of a regular or traditional degree program?

Dr. Houle - "Studies comparing adult students with the so-called 'regular' students show that, on the average, the former always out-perform the latter. Studies also show, however, that you get a much greater dispersion of your curve. In other words, while the average ability is higher for the adults, they have also got some people who perform significantly more poorly and some who perform significantly more highly."

Dr. Burkett - generalized on the GRE scores of BLS students who take the area tests of GRE as part of their final area (Inter-Area Studies) of study. "They far out-perform students of traditional programs on the national norms for the area tests. They also out-perform seniors in traditional programs on norms for majors in Social Sciences and I believe for majors in all three areas.

"The thirty or forty BLS graduates who have entered graduate study have turned out to be excellent risks for graduate study. They are making better than a three-point average."

Chairman - "Comments indicate that a democratic open-admissions policy does not result in a lower performance."

Dr. Burkett - "I think you are saying two things. You're saying, let's be as specific and as rigorous as we want to be as to the quality of the graduate. But you cannot predict who will succeed; therefore, do an excellent job of counseling so that the student understands the consequences of coming in with a given amount of preparation and then allow him to make his decision."

Dr. Burkett's comments prompted Dr. Dillavou to observe that this might be a good place to describe the Roosevelt Pro-seminar. He described the seminar as follows —

"Admission requirements for the adult degree program were the same as any student applying to Roosevelt University. The Roosevelt admissions test is required for applicants with high school only. Those with twelve hours of transfer credit from an accredited college or university were admitted automatically.

"The Pro-seminar involves diagnostic testing. It includes sessions on the theme of 'what it means for man to know,' on learning how to write a paper, and on planning the student's program."

Dr. Edward J. Durnall, University of New Hampshire - emphasized the breadth of the adult educator's responsibility when he observed that perhaps what was needed was about twenty-five special adult degree programs and about 2,500 other kinds of programs in order to reach the masses.

Chairman's Summary: Dr. Houle's division of the conferees into interest clusters had proved helpful. Dr. Goerke had posed a provocative question by speculating about the kinds of audiences to be served.

The conferees as a group had expressed concern over several major issues:

1. Recognition of the transient nature of man in our society via more flexible procedures for the transfer of credits and the extension of more programs beyond the limits of a campus.
2. The role of accrediting agencies as partners in innovation.
3. Procedures for selecting students for programs reflected the issue of egalitarianism versus elitism.
4. The performance of the adult student as compared with that of the post-adolescent student.
5. Was the independent study audience a select audience?
6. Special Adult Degree Programs were meeting the needs of some adults but what kinds of adult audiences remained unserved?

SESSION III

Discussion Leader:	Dr. Kevin E. Kearney, Director BIS, Adult Degree Program University of South Florida
Resource People:	Dr. George F. Aker Dr. Cyril O. Houle
Session Theme:	What techniques can we employ to enrich the independent study phase of the Adult Degree Curriculum?

The Chairman was introduced by Mr. Kobasky. After recognizing Dr. Aker and Dr. Houle as the resource people for the session, Dr. Kearney inventoried the broad spectrum of conferee interest in the concept of independent study. Some were interested in the context of correspondence study. Others were curious about the method as an aspect of the special adult degree program. Everyone seemed to be interested in finding ways of upgrading independent study as an approach to learning regardless of the format of the "learning package."

Dr. Houle - expressed the view that for all practical purposes "completely independent study doesn't exist." He cited a research study by Allen Tough which demonstrated that independent study is not an "isolated activity." The typical person studied by Tough had sought help from about ten other people.

Dr. Aker - thought that we should combine independent study with group meetings and that students should not have to return to campus in order to make these things happen.

Dr. Kearney - noted that this very kind of thing was taking place among BIS students on an unscheduled basis. Last summer five students had completed a Social Sciences seminar on a "jump-in" basis. In other words, they were, in the opinion of their advisers, widely enough read to make a contribution to a seminar even though they had not as yet taken the area comprehensive examination. In the months following the seminar, the students continued their area studies via "independent reading under the direction of a faculty adviser." During this period, the students themselves arranged "buzz sessions" at one anothers' homes with faculty members invited as guests.

FORUM
QUESTIONS AND COMMENTS FROM THE AUDIENCE

Mrs. Jane Howland, a student enrolled in the BIS Program and a member of the seminar group described - presented personal testimony regarding the effectiveness of student-organized, off-campus group meetings as a supplement to independent study.

Mr. Benzel, Program Administrator, Syracuse University - indicated that at Syracuse University, program faculty were sent to meet with student groups off-campus.

Dr. Thomas E. Hannum, Psychologist and Coordinator of Extension for the College of Science and Humanities, Iowa State University - expressed interest in hearing someone comment on the use of audio-visuals as a supplement to independent study.

Dr. Burkett - replied by generalizing on the "Oklahoma experiment" at length. The use of TV as a study supplement proved too expensive in terms of the number of people who participated as viewers. Other approaches such as taped advisement sessions and bringing groups to campus for orientation and advisement had yielded better results. One additional point which the speaker wanted to add and emphasize for the benefit of the conferees was that if a supplemental learning device worked, one should not make it a requirement. Experience had indicated that making something a requirement usually made the device ineffectual as a supplement to learning.

Dr. Aker - indicated that we might "package knowledge and pass it out via the mass media." A member of the audience added that this should be buttressed with visits to the campus.

Dr. James E. Holland, Assistant Dean of the Extension Division of the University of Missouri - noted that we might make the concept of independent study clearer if we referred to the method as "directed independent study." Both Oklahoma and South Florida indicated that their program literature described the procedure with the label - "guided independent study."

Dr. Dillavou - furnished an illustration of the kinds of direction allied with directed study by pointing out that the Roosevelt University format "requires the student to write and the professor to critique."

The next question directed to the Chairman by an unidentified participant was - How do you motivate professors to get involved in independent study advisement?

Dr. Kearney - answered for the BIS Program. "Faculty advisers are nominated by the BIS Council. The kind of person sought was a 'special breed of cat'. He had to be someone who dared to want to learn beyond the limits of his field of specialization. He also had to be someone who wanted to work with adult students."

Dr. Burkett - replied for the Oklahoma BLS Program from the standpoint of appointment of faculty. Oklahoma paid faculty advisers on an overload basis at a flat rate per student per month. The seminars were taught by faculty in-load for a specified period of three or four weeks. Advisers may be involved in other activities but seminar faculty must devote full time to the experience, free of other activities, because of the intensive nature of the seminar.

Addressing himself to the broad economic question of program costs—per-student cost and the break-even point—Dr. Burkett compared appointment techniques as they applied to a new program and to one that was further down the road. He thought that the overload plan made sense for a new program because this made it possible to involve a greater number of faculty advisers, whereas the in-load approach would involve very few faculty. On the other hand, in a larger program with 1,500 students, the in-load approach wouldn't pose the same kind of problem.

Dr. Burkett summarized his comments by observing that two major factors governed the method of faculty appointments in an adult degree program - "how your institution handles things and where you are in your program."

Dr. Dillavou - wanted to underline what had been said about "a particular breed of cat." "We use adjunct professors. Where we get the highest level of positive feedback from the student about the success of the relationship, we tend also to get a response from the professor that says, 'I think I learned more than the student.' And frequently this is because the professor ventured into an area that was on the advancing fringes of his own discipline or it took him into a different discipline."

Dr. Aker - "This brings us back to the evidence that those who perform the instructional role end up gaining the most in terms of who is going to learn." He thought there were great opportunities in adult degree programs "for learners themselves to assume some of the responsibility for dissemination of information, instruction, writing back and forth between students - not always writing to the professor on campus, but frequently between selected kinds of students. There are a lot of exciting opportunities to build some of these structural arrangements into these adult degree programs."

Mr. Benzel - commented on the faculty in the Syracuse Program. Syracuse had called on senior faculty and paid them maximum overload available. This had brought in "solid people". The current problem was - "How do we rotate faculty?" Syracuse administrators felt the need for change and were in the process of facing the question of faculty rotation.

Dr. Houle - thought that the next twenty years would be a promising time for adult degree programs because of the current "overproduction of Ph.D.'s" and the projected decline in the number of regular students. Thus faculty members will be more available than before.

Another point of view brought out in the session involved the challenges posed by public or private innovations in adult education.

Dr. Houle - described England's Open University Program, whose students would take courses via radio and television. Two hundred and fifty thousand dollars were to be invested in the development of each course. Students were to take a total of eighteen courses and would be evaluated by national examinations. He also mentioned the Industrial Training Act of Great Britain which distributed tax funds to support efforts sponsored by specific companies.

Dr. Aker - speculated about mass education projects that were likely to develop in the United States. He explained that "before too long, someone like a General Learning Corporation or IBM or somebody is going to do a market survey and they're going to discover that there are literally millions and millions of American adults in the market for college degrees. Innovators will cultivate that market, if the degree can be packaged in a way that is consistent with the student's use of time and entry level, and so on. And picking up with what Cy Houle has told us about the happenings in England, we might be in for some real sporty competition from private industries picking up the ball and really moving with it. I don't think that would be a bad idea. I think that would be a good thing. We'll be placed then in the role of supplementing and supporting and helping, I suppose, some of our larger private educational enterprises in doing a quality job. When I look at the audience for liberal studies and special graduate degree kinds of programs, we're talking in terms of enrollments of seven hundred or thirty and I think we should be thinking in terms of millions. We're really not organized to do the job even with the surplus of faculty that we may soon have."

Chairman's Summary: With respect to independent study, the conferees expressed concern with two central questions: What is it? And what are the best means of supporting or supplementing the method?

Another significant concern pertained to the faculty allied with an adult degree program. What kinds of people should they be? What roles should they play? What seems to be the best method of payment or appointment?

Finally, our resource people made us aware of potential public and private competitors that would make education accessible to the masses in the event that colleges and universities failed to meet the challenge.

SESSION IV

Discussion Leader:	Dr. Richard A. Waterman Professor of Anthropology University of South Florida
Resource People:	Dr. Jess Burkett Assistant Vice-President, University Projects Former Assistant Dean of the College of Continuing Education and Coordinator of Liberal Studies, University of Oklahoma
	Mr. Jules Pagano Executive Director, Adult Education Association; Former Head of Adult Education Division of the United States Office of Education
Session Theme:	What kinds of experiences can we identify to approach the concept of an ideal seminar as the second phase of area study in the special adult degree program?

Mr. Kobasky, the Conference Coordinator, introduced Dr. Waterman to the conferees. In his introductory statements Mr. Kobasky noted that Dr. Waterman has served as a member of the *Ad Hoc* Faculty Committee which had designed the BIS Program and that he was currently serving as a member of the BIS Council and as an adviser for guided independent study in the Social Sciences Area. What was of particular pertinence to this session of the Conference was that Dr. Waterman had served as Director for the first seminar scheduled for the BIS Program in the Social Sciences in August of 1969.

Introductory Remarks of Chairman - Following Mr. Kobasky's introduction, Dr. Waterman introduced the resource people for the session and reminded the conferees of the session theme. He indicated that adherence to the sub-topics would not be critical but requested that the group address itself to the central theme. The group, he thought, might start with the question - Why the Seminar? The Chairman concluded his opening remarks by inviting Dr. Burkett to address the conference.

Dr. Burkett - presented a comprehensive opening speech, the text of which follows: "First I want to say how happy I am to have an opportunity to share in this Conference. This is the third time that I have had an opportunity to visit the University of South Florida since they've been working on this effort, and I'm always deeply impressed not only with the hospitality but with how much progress they're making in the development of the special degree program.

"I would like to start with the question that Dick raised because I think it comes up frequently when the adult student comes to you and he says, 'I can do all of this except this period in residence. I have a job and I can't do this; so why isn't there some other way we can do special degree programs rather than to have the residential?' You find this question a bit frustrating and you get irritated sometimes, but I finally found that if you put this in perspective for the student, as the Vice Chancellor mentioned last evening, it helps. So I got to where I would say, 'Well, yes, there is another plan we have at the University of Oklahoma other than the thirteen weeks in residence in the BLS, and this is where you come four years in residence.' This always put it nicely in perspective and we could go ahead then, and talk about the value of the residential period.

"I would think that any faculty which confers a degree is going to raise the question, 'What is the minimum period of time it wants to have direct and continuous contact with the student that it's recommending for the degree?' I know that in most academic programs the faculty meets in the Spring and somebody makes the usual motion and degrees are recommended. This is just *pro forma*, but in special degree programs this may be one of the few places in higher education where faculty are literally recommending people for degrees. So regardless of what the period of contact is, there must be some optimum or minimal period in which they need to have direct access to the students. But I would submit too, from the standpoint of the student, that simply to keep acquiring information without an opportunity to test what one knows both with the students who are his peers, and with the faculty who presumably have expertise in the different fields, is to place him in the position of really not knowing: (a) how much he really knows, and (b) whether or not he can apply it to a specific problem. We worried about this problem in our own planning long enough that we came to the conclusion that we wanted people in residence for thirteen weeks at four different times in the program. Some other institution might decide it should be ten. I do not think there is really any magic number.

"Another important question, I think, is that any liberal studies program has to confront the problem of depth versus breadth. We all recognize that you could do something that is simply so broad that people get a smattering of a good many things, yet they do not delve deeply enough into any one thing to really have an educational experience of any depth. So we have thought of independent study as being concerned more with developing a breadth of knowledge or of what we have thought of as central learnings in the field. We have thought of the seminar experience as focusing in depth for a specific period of time on a problem or theme that would, in effect, give the person experience in focusing information that he knows or can gather in a reasonably limited period of time on a specific problem or theme. Hopefully, having internalized this experience, he can then take what he knows in other problems, in other themes, and make the same kind of application perhaps in his daily life.

"Now, this gets to the question then, of what kind of problem is suitable for a seminar? I think that I should just approach it generally by saying that it ought to be of sufficient breadth to involve knowledge from several disciplines. If it is narrow enough that you can treat it out of one specialized subject matter, it's too narrow for the seminar experience. But it ought to be sufficiently focused that it would permit a somewhat exhaustive treatment within a very limited period of time that one is dealing with the students - three weeks in the case of two programs we're talking about.

"Now it seems to me that the biggest decision the administrator or the faculty of a special degree program may make with regard to the seminar is in the selection of the seminar team because the people who conduct the seminar are the key to the seminar. We have thought that there should be at least two people as a team conducting the seminar. Again, to give it depth, there should be more than one frame of reference as it applies to the problem. We have felt that these two team members shouldn't be alike. They ought to complement each other. They ought to be in different disciplines. If one of them is an extrovert, it wouldn't hurt if the other one was a bit quieter and so on. We think then, that when we have made that selection if we would get out of their way and let them plan a good seminar that as administrators this is probably the best contribution we could make to the seminar. We also think that if you're really trying to focus on a problem or theme that your two full-time members of the teaching team ought to have an opportunity to bring in resource scholars of the different disciplines within the University to enrich this experience with whatever know-how is on the campus that applies to that theme. Maybe it's only for a one-hour session, yet here's one person on the campus who can set this problem up for a group and lead their discussion on it.

"What about the seminar participants? We think that there should be some general level of knowledge that participants have reached in any common residential learning experience that would permit them to participate on a somewhat equal footing. We used to worry a little bit more about this being at a very high level of, say, like having completed an area of study than we do now, but we do think that they should have a sufficient background within the area so that they can deal with the concepts, the language of the area, the different disciplines and so on. But we have grown in our flexibility with regard to admission. There ought to be some commonality. We are also very concerned that we preserve some heterogeneity of the student body in the residential experience and we've been reluctant, for this reason, to take a seminar off campus to a kind of clientele that were all pretty much alike. If in the residential you have people from labor and management and the ministry and housewives sitting down bringing to bear their own particular frames of reference to the topic, we think you get a richer discussion.

"We've tried to worry about what the optimum enrollment for these, and the optimum enrollment obviously, among other things, is whatever your break-even point is in terms of cost. We think that somewhere around twenty may be about the optimum size to keep the experience from being so expensive that the adults could not afford it or to keep the number of students from being so large that the seminar experience is largely lost. We do feel that a seminar could be too small. It could be so small that you do not get the wide range of views that you might get from a slightly larger group.

"Now by way of completing my presentation, let me mention some considerations that I think that one thinks about in planning the learning experiences. One of the problems that comes up is how directive are you going to be in these types of programs? I refer to the directive versus the non-directive approach. Another question that arises is how much tension are you going to permit to build in your seminar? We all know that a certain amount of tension is necessary to any learning experience. Adults tolerate maybe less tension sometimes than youngsters do. We're not so used to it, that's all. So you have this for a consideration. Then you have considerations regarding the kinds of special teaching aids, field trips and so on. I do think that I must comment here that when these are used, they ought to be central to the seminar, not something that we think we ought to pull in as enrichment whether it relates to the program or not. Do you call for papers for special presentations by individuals or by groups? Then there is the question of individual assistance to students by the seminar team. There is the question of how intensive the schedule should be. How many hours a day are you going to have in the physical location grinding on the problem? How much time are they going to have to prepare papers, to work on group reports, and so on? Then you have the question of providing special assistance in the matter of some of the skills that are related to the seminar experience. Some people feel frightfully incompetent to make an oral presentation. If you say at the beginning of the seminar—'We're going to present a paper'—you've already told them they have to have two skills that they may not feel that they have. One skill is that of making an oral presentation. The other involves writing a paper. We have tried to have available, not from the seminar team (they don't have much time to deal with this kind of problem) but from other resources of the institution, assistance in how to write a paper or how to prepare a presentation.

"And finally, I know we're going to get to this later and I only want to mention it, but I think evaluation of the seminar is an important consideration. We have had in the number of years only one or two seminar teaching teams who have given a final examination over the seminar; and we have thought, I mean in the traditional sense of the word, there is a final exam if you get a paper. We have thought of the seminar in a sense as being a continuous opportunity for the faculty team to evaluate students for a period of three weeks. And it's been interesting to me that when faculty members have tested people in seminars they have been more confident in their own judgment than they have in the results they get from the test."

Mr. Pagano - was the next to speak on invitation from the Chairman. Pagano saw this as an opportunity to think out loud about "the why" of the seminar. He saw the seminar as the one place where you take a look at such hard questions as - "Have you developed a liberal artist and can he sustain himself?" He thought that the seminar was still "the most viable known educational medium." It represented an opportunity to deal in ideas with benefit of peer interaction and faculty-student interaction. This gave the faculty an opportunity to evaluate the performance of the "sustained liberal artist in the making." It gave the peers "an opportunity to develop some sense of identification and confidence and to have some sense of competency or efficiency as a liberal artist. They needed an atmosphere in which they could develop certain concepts for themselves and thus become involved in the process of human development, which we call the educational process."

Another significant "why" for the seminar, suggested by Pagano, is that a seminar provides a forum "for trying to relate the cultural heritage of Western civilization to the modern problems in today's world of living reality." In his concluding remarks, the speaker traced the great opportunities associated with a seminar involving adult learners. "You have more than materials and technology. You have the most important viable thing in education and that is models and examples of excellence and scholarship in learning and in teaching. It is crucial that that short period of the seminar have the very best you have to offer. The best you have to offer in the human example of excellence in learning."

Materials were important, but in the speaker's view, they had to be supplemented "by the great skills of a seminar leader." In closing, the speaker urged his listeners to "see the seminar as a great opportunity to show off the wares and the products of the educational process."

FORUM PERIOD
QUESTIONS AND COMMENTS FROM THE AUDIENCE

Mr. Quick - wanted Dr. Burkett to comment on the seminar as it related to advanced programs (graduate programs in a specific, course-oriented, content area). He himself would disagree with the idea that a student would have to return to campus for a seminar as a part of an advanced program.

Dr. Burkett - replied by describing the advanced program seminars as one-week programs that are an intensive presentation as part of a course as opposed to BLS seminars which are problem or theme oriented. Dr. Burkett indicated further that he thought the optimum place to hold a seminar should be determined by two factors, the nature of the learning experience and the source of the program clientele.

Dr. Warren Joseph, Assistant to the Chancellor, Southern Illinois University - elaborated on the format utilized by his institution. Southern Illinois offered seminars in three different forms in conjunction with a specific course tied to a field of concentration leading to a Master's Degree in such areas as Urban Affairs and Business Administration.

They utilized the one-week format used by Oklahoma. This consisted of six days of intensive work for every four credit hours on a quarter system basis. Two other methods for offering a seminar were related to a four-hour course. Each of the two methods required advance readings and the sessions were generally scheduled for weekends. One method called for two sessions of three days each of intensive study. The other method called for three sessions of two days each. The speaker went on to point out that they could offer these seminars in various locations because of the specific nature of the subject matter involved. He also thought that it was of interest to note that these programs attracted a wide mix of individuals.

Mr. Quick - was concerned over the fact that there might be some danger of offering programs for "a wholly inbred military clientele." He went on to point out that when such a program was offered in a given area for military personnel that members of the community could enroll in the program except in instances where there might be a security problem. He wasn't aware of whether or not people in the community had taken advantage of these opportunities but at least the way had been paved to allow for a good mix in a seminar situation.

Mr. Harry C. Jones, Administrator, University of Florida State Center, Jacksonville, Florida - discussed the Navy's Planned Program for Credit Education which was probably more popularly known by the abbreviated title of PACE. Essentially the Navy established a contract with an institution whereby certain specific courses would be planned and made available to Navy personnel by university faculty for credit. The faculty member would be responsible for meeting with the students when the ship was in port. The students could continue their work under the supervision of a Naval Officer while at sea or abroad. On completion of the particular course the individual would receive credit from the contract institution. The PACE Program made it possible for individuals to complete a number of specific courses. It was not designed as a "package program" leading to a degree.

Unidentified Participant - wanted Dr. Burkett to talk about the contact hour and credit hour scheme of the BLS seminar.

Dr. Burkett replied as follows - "I would answer the last question first. We do not attempt to equate it with any particular number of semester hours although we do try to equate the completion of an area of independent study with the related seminar as the equivalent of one full year of a traditional college program.

"My guess is that most of our seminars will run sessions from four to six hours per day, that the students will be actually involved in group situations, and that they will involve a minimum of eight hours of their time per day in all of the work they do that's related to the seminar other than what they do in their informal discussions which are a very valuable part. I don't know how you would count this but it goes on, you know, continuously. But this will vary with faculty and with the seminar theme, and I don't know of any way you can constrain faculty members to hew to any particular number of contact hours per day. I think you have to trust their judgment.

"We have had the experience of some faculty members who planned less intensive seminars for us and the adult student would, as someone put it, literally grab you by the throat and say, 'I took three weeks of my time and, Buddy, I want to work while I'm down here, and I can do independent study without coming to the campus.' And we have found that even when the seminar students will grouse about how hard they're being worked, they're very proud of it after the seminar is over. They feel like they've really had a good stay and they got what they came for. We found the same thing operating in our own situation with regard to this directive, non-directive continuum. I am sure that you could be so directive in these seminars that you took all the student participation out of it. But this will usually be taken care of in that the adult being an adult, his tension begins to build up in this case and after about three days he gets in whether the faculty wants him in or not. On the other hand, if you have two seminar leaders and they open the first discussion and say, 'Well we're not certain of what the thing is here, we'd like for you to help us shape it up a little'—somebody—as soon as that group breaks—is going to be in the dean's office, because the adult expects to have a certain structure at the outset and if he finds too little structure, he has the feeling that he's losing some valuable time. What we have tried to say to people who want to bring the students in more and more is, as you plan this, you can afford to be considerably more directive in the first week of the seminar with an increasing amount of student participation as you go along.

"As I was trying to say in my opening statement, the best decision you make is getting two good people to run the seminar. If you make a mistake one time, don't make the same mistake again. But once you have made that decision, they either have the confidence to do this thing or they don't. We have had very good experience overall with the many seminars we have run in the past eight or ten years. I would say we have had one or two seminars that we've had to reshape in the first week. The others have gone off very well."

Dr. Waterman responded on the basis of his experience with the first BIS seminar held at the University of South Florida last summer - "Our seminar," he recounted, "ran three sessions, morning, afternoon, and evening. Usually two out of the three were contact sessions, the others involved library assignments. We made considerable use of personnel outside the actual program. We, for example, had one of our very first meetings done by a reference librarian who simply took the people through the ways to find bibliographical materials. This sort of thing helped them a lot. Actually, it is a little bit grueling running for three sessions because we hit some days when we were meeting or working in the library about eleven hours. That was just on a couple of days. I think I'm counting up right. We had about four hours in the morning, four hours in the afternoon and then in the evening three more hours.

"Now one of—but we didn't exactly do it—our intention was that at all times given for library and research work—and incidentally the library business is one of the great reasons for having these things on campus—Mr. O'Hara, Co-Director of the Seminar, or I were to be available for individual work, in case the students wanted help. Actually, they didn't make too much use of that kind of help which is one reason we slacked off on that particular thing.

"But I may say that the actual hours per day spent in a seminar does increase the student tension. And our students were under considerable tension for a while. They got so used to it by the third week, that they didn't appear to know that they were under tension. We can't lose sight of one aspect, one rather significant facet of the seminar experience, and that is that it really and truly is a crisis ceremony of a sort. The one thing the students learn is that they can stand on their own feet. They can do academic work. They can do scholarly work. They can talk to anybody. They find that they need a few skills and they learn those. This, I think, is a very important aspect of the seminar experience."

Dr. Richard D. Elton, Director of Continuing Education, State University College, Brockport, New York - addressed the following questions to the Chairman: "When do you select seminar leaders and how do you pay them?"

Dr. Burkett - "We select seminar leaders for the following summer in October and November of the preceding year because people start making commitments very early. Hence, we try to have our teams selected by November 15th or so. However, as the enrollment grows, one of the interesting things about faculty procurement for this type of experience is that the larger the program is, the simpler your problem is. When we could only offer a faculty member one seminar per summer, that was half-salary. When we could offer him two seminars a summer, then we could put him on for a full summer session appointment.

"We select our seminar directors by a faculty committee which oversees the academic quality of the program. And what they do is to nominate to the administrators of the program, the Assistant Dean, those people that they would like to see procured for the seminars that summer. We always choose a director for the seminar first and ask him to concur in selection of his co-director. This is very important. We've had people tell us, 'Well we had two people who taught together at our institution and they haven't spoken to each other since.' We have never had that problem. But then we have never put two fellows in a seminar who didn't agree beforehand that they wanted to work together. And what we have found coming up here is that this is a very good learning experience for faculty. I contacted a man to teach a seminar a year or so ago and he said, 'Well I'd be delighted to teach with so and so, but I've learned all I can learn from him. Would you team me with someone else?'"

Dr. James E. Holland, Assistant Dean, University Extension Division, University of Missouri, Columbia, Missouri - asked Dr. Burkett to comment on the minimum size of a seminar and on the use of visual aids in the seminar.

Dr. Burkett replied as follows - "In some instances you need to run a seminar because you have a clientele and in effect you have a contract when they enrolled that when they were ready for the seminar, you'd offer it. And for this reason we have offered seminars for as few as four or five people. In one case, we ran an inter-area seminar with a three-member teaching team, because we use three in the inter-area phase, for five students so this was a fairly small student-teacher ratio. My own guess is that somewhere between seven and ten is about as few people as you can get together and have as rich a discussion as you want, and my guess is that if you pass twenty-five you are getting into more of a typical class situation. Our seminar rooms at Oklahoma in the Oklahoma Center are purposely designed to accommodate twenty-four people. You're in trouble, if you get more people than that in one of our seminar rooms. We place them in a hexagon arrangement at tables so that everyone can see everybody else.

"We don't feel constrained to keep the student in a physical location. If we're having a Natural Science Seminar, we always have a field trip because we have some very interesting geologic formations in the area. If it fits the theme, we will put them on a bus and take them to Southern Oklahoma, the Arbuckle Mountains, where these formations are, as it were, lying vertically on the ground and you can inspect them in an outdoor laboratory that is very unique. Or, if we were studying another problem where the University Museum was appropriate, we'd certainly take them over there for a group session. We have found that in the Humanities we sometimes have to bring in recording apparatus, pianos, whatever we needed to do whatever the seminar team had in mind. I can't think of any unhappy experiences we've had with the use of visual aids. I think that again it has to be something that the faculty finds useful and if they aren't oriented this way and if they do a beautiful job without these, then let them do their thing the way they do it best."

Dr. Edward Blackman, Professor and Assistant Dean, Michigan State University, East Lansing, Michigan - posed the following question for the panel, "What do you do to give relatedness to different students in a seminar who have been doing different things before the seminar?"

Dr. Burkett explained that there were two ways to approach a common experience for the seminar. One was to require certain selected common readings before the seminar. Another technique was to assign selected common readings which were to be carried out concurrently with the seminar.

Dr. Blackman - called for an example to clarify the distinction between directed independent study reading and pre-seminar reading.

Dr. Waterman - generalized on the USF seminar held in the summer of 1969 as an example. All prospective seminar enrollees were notified three months in advance of the seminar, of the seminar theme, and of the five specific books that all seminar enrollees were to read as preparation for seminar participation. The theme announced for the Social Sciences Seminar was "The Development of Modern Institutions." The pre-seminar reading, that is the books specifically identified as preparatory reading for the seminar, were as follows: Childe's *What Happened in History,* Heilbroner's *The Worldly Philosophers,* Riesman's *The Lonely Crowd,* Weber's *Protestant Ethic,* and White's *The Organization Man.*

An Unidentified Participant asked Dr. Burkett if this practice was followed at Oklahoma.

Dr. Burkett replied - "It would depend on the desire of the seminar teaching team and this would be partially a question of what theme they selected and whether or not they felt that the general reading that the student would do in each area of study would be adequate background for the seminar theme. I can conceive of a seminar theme in which the preparation related to the seminar itself would all take place during the seminar. I think this is a valid approach also. I would guess that about sixty percent of our seminar directors will select one or more books related to the seminar theme which they want people to read in advance. And about forty percent of them will plan the whole learning experience to occur during the time they're there. And so they may have three or four books of common reading materials they will give them when they get there or they may have a reading list which they will use in the library. One of the early assumptions we made in the program was that if you completed an area of independent study in, say, the Social Sciences, you should have some background to deal with perhaps forty to fifty different themes or problems in the Social Sciences. Not all faculty agree with the count."

Mr. Robb asked Dr. Burkett - "Is there a commonality in what students read, say, in the Humanities, during the period of directed independent study?"

Dr. Burkett replied - "I would say only to some degree. We've started talking in terms of guided independent study because we find that adults sometimes take 'independent' too literally. People do learn independently in the sense that you and I normally think of it, not to take a thing away from Cy's great point. But I think it would be very deadly to say that we're going to have everybody read 'x' number of books for this area. It denies the genius in the special degree program that says some of these people already have acquired some of these objectives. It denies the idea that the experience ought to be different for different individuals in terms of their own needs.

"So what I think you have in a broad area is an opportunity for the kind of flexibility that we never had in separate courses and that is, that as the student is guided through his reading program within this broad area, the faculty member can design with him and for him that pattern of reading that's best suited to his own background, his own needs, and his own objectives within the framework of the objectives of the program. Now, this is not to say that a student coming to a Social Science Seminar wouldn't be able to deal with concepts which he'll find in Sociology and Psychology and Anthropology, etc. This is the kind of common competence I think you have to have for fruitful participation in a seminar. Not that I have read the same authors that you've read."

Dr. William B. Cameron, Associate Dean of the Social Sciences Division, College of Liberal Arts, University of South Florida - indicated that planners at the University of South Florida worried about the questions "we are now dealing with" for some years. "Obviously, when you are entering a new program, your need for concreteness and your need for reassurance is just as great for the faculty end as it is from the student end. However, I think it possible to over-emphasize this need for exceeding clarity and homogeneity for the seminar. If you reflect on your graduate school training, I don't believe you ever entered a seminar where the Professor required as much precision as we have already indicated here. I never took a seminar in my doctoral work at the University of Wisconsin where they said, 'Now before you take this you must have read Weber, Heilbroner, Veblen, etc.' Neither was I ever asked upon applying for a seminar, 'Now are you absolutely sure that you have read all of the same books as everybody else who is going to be in this?' They didn't even ask me what my major was! I think that you will truthfully find that the adult students that you have, although they enter the seminar with some trepidation, are equally capable of making this transition."

Dr. Shelburne - called on the panel to comment on the objectives of a seminar.

Dr. Burkett - generalized on seminar objectives in the light of two major contexts. The objectives for a seminar as an experience in a total program and the objectives for a particular seminar. Citing the Humanities area as an example, he indicated that a seminar team had chosen "Man as a Religious Creature" as a seminar theme. In line with this particular theme the seminar team made its own judgments as to the behavioral objectives that they wanted the students to achieve. Dr. Burkett concluded his response to Dr. Shelburne's question by reiterating that Oklahoma administrators made every attempt not to be prescriptive so far as the seminar faculty was concerned and that BLS students received advance notice regarding a seminar theme and its objectives via the program newsletter.

Dr. Thomas E. Hannum, Psychologist and Coordinator of Extension for the College of Science and Humanities, Iowa State University, Ames, Iowa - wanted to know how Oklahoma had settled on three weeks as an appropriate period of time for the seminar.

Dr. Burkett replied - "There are really two considerations in planning adult education programs. They've got to be relevant but they've got to be available. We tend to think a program's available if it exists. It isn't. The residence program isn't available for people who have a full-time job. To determine the duration of a seminar you essentially have to ask, 'What is the minimum period that the faculty will feel comfortable with having these people in organized learning situations?' I think the only way you can arrive at this is that each faculty searches its soul and says what is the best harmonizing of these two problems - the question of availability to the student and the question of the demands of the learning situation. In our case, three, three, three and four came out and I think in some other institution it would come out differently."

Dr. Hannum - "Have you thought about splitting the seminars up with a week in between or a month in between?"

Dr. Burkett - "I thought more about this than our faculty did. I have always thought that there is nothing particularly sacred about three weeks in sequence. I would like to see some programs experiment with doing a seminar as a series of weekend residentials interspersed by directive studies related directly to that seminar theme. I wouldn't mind seeing someone try a one-week seminar with people going off for three months to read and work on papers and coming back for two more weeks. I think there are different ways of approaching this."

Mr. Pagano - "This is one of the real open areas for experimentation and you ought to look at it that way. We really don't know an awful lot about an experience that varies across the board. It's really just based on tradition of an institution. And I would suggest that the best intellectual arbitrary decision that your faculty makes on this is as good as any other. As long as there be some rigorous look so that they can live with it, as you said, soul searching truly in an intellectual fashion about what makes sense for us to live with at this institution."

Mr. Benzel - thought the group would be interested in hearing about the techniques used in the Syracuse Program. "We've tried a different procedure at Syracuse. We begin our program with a three-week seminar in which we orient our students. They take simultaneously seventy-five percent of the four areas of our Program, which is a little different than Oklahoma. In other words, they're working in the Humanities, Social Sciences, Math and Science simultaneously and they move from one lecture to another during the course of the day throughout the three weeks. They then leave campus for approximately six months and then come back for a three-day weekend seminar. While they're away, they are assigned a series of papers in each area. They typically write ten papers in an area or prepare ten exercises in the Sciences, and so forth. Then they come back for the three-day seminar. They return home and then come back at the end of the year. Our program is much more structured in the sense that it works within the calendar year. It's a twelve-month program. In the eleventh month, students take their final exam and then come back and start over again."

Miss Powell - wanted to know when a student was ready for a seminar and who decided this.

Dr. Waterman - "The decision is generally reached by the adviser who has been consulting with the advisee. It's a mutual, it's almost a mystical process. Everybody feels ready so that's it."

Dr. Burkett - "We have tended to become a little more flexible as we have gone along and we've tended to lean more on the adviser than we did on an arbitrary statement of so much work completed. Initially, we thought we would have everyone complete the area and take the comprehensive examination and then he would be admissible to the seminar. We have found that this does enrich the seminar, but that if he has the seminar, as Syracuse starts on the other end, it certainly enriches the directed study or whatever you may call it. So, as we've gone along we have been more concerned about the problem of getting someone into a seminar who's never had a seminar experience with a seminar group of people who are in their second or third seminar and they're old pro's at this and he kind of gets left to one side. So we think there may be some virtue as a program grows in gathering people who've never had a seminar into one seminar and they work on somewhat equal footing. But in terms of their background, we're leaning pretty heavily now on the adviser saying this student should be invited to the seminar, and if he does not recommend that he be invited, we have to lean pretty heavily on his judgment that he knows where his advisee is."

Dr. Waterman - "We do have more rules than I indicated, as a matter of fact. We just haven't followed them because the only seminar we've had has been a jump-in type seminar. Actually, after the first area has been covered, our students are supposed to have passed the comprehensive in the field based on their reading. Then, they are qualified for the seminar. This is the general plan. We just haven't had an occasion to do this as yet because we have made it possible for people in their first area to take the seminar somewhere toward the end but not after the end of their period of reading."

Mr. Pagano - asked Dr. Burkett to comment on the administrative problem associated with the two types of seminar students - the student who is somewhat experienced with the seminar versus the new student in a seminar.

Dr. Burkett - "Well, for a period of time, we felt this was important enough that we had separate sections. We put those who had never had a seminar before in a group unless they just turned out to be so brilliant on their exam that we thought they could stand the competition in the other seminar. I think that we've moved away from this a little now and that we're not as concerned about this as we once were.

"We went through a kind of interesting sequence on this. We started with the assumption that everybody had to pass the comprehensive to get into any seminar. Then we did what you people started doing. We said, 'Well let's let them take one,' because we were trying to get at the same value that he's talking about. And then they performed so well that we said, 'Well maybe we've been worrying about something that we shouldn't worry about anyway.' And I think that's one thing you go through in these kinds of programs. You will worry about the wrong problem for a good while and you find that it really didn't make that much difference."

Dr. R. D. Johnson, Dean, University Extension, University of Kentucky, Lexington - posed two questions for the panel. First, he wanted to know what happened if the adviser says that the student is not ready for a seminar and the student says that he is. Secondly, he wanted to know how seminars were financed.

Dr. Burkett - replied as follows, "The first question you raised is one of those things that would be a problem if it came up but it doesn't tend to. If I called an adviser and said, 'Well you said so and so shouldn't come to the seminar, but he's giving me a hard time over here in the Dean's office. What would you suggest?' He'd probably say, 'Well give the son of a gun the examination.' Or he might call him up himself and say, 'Look, I'm doing you a favor,' and convince him that he was. We've not really had that problem arise. On the other hand, we've found that the faculty can sometimes be over-persuaded to allow someone to take an exam maybe prematurely because he knows he isn't omniscient either. And if a man thinks he can pass the exam, he may want to let him try - against his better judgment.

"With regard to financing the seminar, we simply charge a fee that we hope is sufficient to cover the cost."

Unidentified Participant - wanted to know how employed adults managed to get time off for a seminar.

Dr. Burkett - replied that some students use annual leave to attend a seminar; others took leave without pay. So far as the economic value of the situation was involved, the speaker didn't think that taking time off for four seminars would prove to be as expensive as losing four full years of income.

Mr. Pagano - wanted to emphasize that students should find out if their employers would give them time off with pay for this kind of a program. He indicated that while companies like General Motors, Ford, Chrysler, General Electric, Western Electric and the U. S. Government had funds available for employees to further their education, these funds were not being utilized. He felt that if it were not for a breakdown in communication, these monies would be used.

Dr. Kearney - reported that the General Telephone Company of Florida was supporting employee participation in the BIS Program to the extent of paying fifty percent of the tuition and fees involved.

Dr. Burkett - reported that many employers in business and industry that had formerly taken a narrow, job-related view of higher education were now adopting a more enlightened view of liberal studies as job-related. He cited the Southern Bell Telephone Company as an example. They were providing tuition assistance and company leave for the seminars for BLS students on the basis that this kind of study was job-related.

Dr. Hannum - wanted to know how institutions financed a new adult degree program.

Dr. Burkett - replied by pointing out that the new program had to be subsidized in some way. In other words, seeding money was required for innovation. He estimated that in 1961 when the Oklahoma program began that approximately $100,000 was needed to launch the program. The speaker estimated that it would probably take somewhere between $100,000 and $200,000 to launch this kind of program at this time because of inflation.

Mr. Quick - asked Dr. Burkett to comment on the method of paying faculty for advanced programs.

Dr. Burkett - "We tried to equate the advanced program assignments, the one-week seminar, with, I believe, a three-hour teaching load for a full semester and base payment on that basis. In the case of the BLS seminar, we equate the three weeks with one month of full time status as a full time person. I believe in the case of the advanced program that some of this is done in-load and some of it is done overload. We also use adjunct professors in the advanced programs which we have not done in the BLS. Some of the best teachers of the advanced program in Economics or Public Administration are people in public administration and in offices in Washington and other places. For example, our current President Holloman taught one of these courses when he was Assistant Secretary of Commerce before he came to the University."

Unidentified Participant - Do persons enrolled in an adult degree program have career objectives that are similar to those of people enrolled in a regular degree program?

Dr. Burkett - "The answer would have to relate, I think, to whether or not you're talking about liberal studies in the sense of the Florida-Oklahoma program or whether you're talking about liberal studies plus a technical or professional component such as the Roosevelt program. The majority of the people enrolled in the BLS Program are people who are in mid-career and they are more concerned with how this relates to their job, with the matter of advancement, or with the matter of coping with their current assignments than they are with entry into a profession. There's a whole realm of programs that need to be devised for people who are looking for job-related, saleable skills and the BLS is not serving that function.

"We would, on the other hand, expect that there is a kind of barrier or irrelevance for the adult who's trying to study in traditional programs and finds himself in the undergraduate milieu of the university instead of finding himself among adults with whom he is to share experiences and where he is much more comfortable studying."

Question interspersed - "You're saying that the BLS Program does not provide opportunities for a new career generally, but it does provide an opportunity for career development within the existing profession that someone may be in?"

Dr. Burkett - "I'm almost saying this but not quite. The question is always coming up. I used to think it was a very nasty question. I would go out to brief a group of adults and some of them would say, 'What can you do with this program?' And after we had enrolled a few people, I started answering the question, 'Well, let me tell you what this person did with it. Here is a young man who was a Chief Petty Officer in the Navy. He's a Lieutenant J. G. now. You know, he took his exams after BLS and passed them and now he is an officer.' Or I could give them a hundred examples.

"But then I finally came to the conclusion that maybe we underrate the practical value of liberal education. It may be the most practical education people are getting in this world now. The participant does get advancement on his job. He does get new jobs. He does make entry sometimes into the jobs that were closed to him before. Some of our graduates are working for the State Welfare Department. A bachelor's degree is required for entry into this type of professional work. They're not social workers, but they're working in a social work agency and they can go on from there. So there are some job-related benefits connected even with liberal studies."

Mr. Pagano spoke to the point as follows - "I think this is probably a very important point. What it really does is give them mobility. It gives them the great license of mobility to be able to move across careers, up career ladders. It gives them the ticket to be part of the establishment credentialed in America."

Question interjected - "How about second careers?"

Mr. Pagano - "Mobility, third, fourth, and fifth, this is the one way you can move. This is the one ticket he needs. The one probably most important ticket in America today is this ticket. Now, if the guys or the gals are at the position in life where they're ready to be able to take it, you're opening up the avenue of peer relationships. And, I think it's crucial what you said, that they do come in as peers and don't have to go through the whole gestation of relating to courses that are meant for young adults rather than mature Americans. And I think that the most exciting thing about this type of program that we're talking about this afternoon is that you do have the key for millions of Americans to be able to have mobility in their careers, in their whole human development, that they've never had before by having this kind of educational experience and this kind of credential, if you please."

Chairman's Summary: There didn't seem to be any question as to the advisability of having a seminar as a required learning experience in an adult degree program.

The fact that critical judgments are left to the discretion of the faculty—judgments such as determining when a student is ready for a seminar, choosing topics for a seminar, etc.—underscored the significance of making a careful choice of faculty for the adult degree program.

These seemed to be the two central principles that had been reiterated throughout the session.

SESSION V

Discussion Leader:	Dr. Edward Caldwell Director, Evaluation Services University of South Florida
Resource People:	Dr. George F. Aker Dr. Jess Burkett
Session Theme:	What do we need to measure and to what extent are we succeeding?

Mr. Kobasky, Conference Coordinator - introduced Dr. Caldwell noting that he was Director of Evaluation Services at the University of South Florida. He observed further that Dr. Caldwell has served as a consultant to the BIS Program for testing and measurement. He had been a member of the *Ad Hoc* Faculty Committee which had designed the Adult Degree Program for the University of South Florida and was currently serving as a member of the BIS Council.

Dr. Caldwell set the tone for the session by posing some questions about measurement as it related to a special adult degree program. His opening remarks were as follows: "Having some experience with measurement, I can see a great deal of difficulty on the part of any program in measuring human performance where you do not have frequent observation of the person. In an independent study program, of course, you have less observation, less contact with the person you are evaluating than you do with almost any other kind of student. And, as you well know, college professors or any other teachers for that matter have never been known for their abilities to measure - at least noted for it. Our measuring talents in the grading system of all kinds have always been subject to some question, legitimate or otherwise. So here we are embarked on a new kind of program in which measuring is more crucial. Have our skills improved to accomplish the task? That is the question or one of the questions we'll deal with here today. We're, of course, concerned with measuring, in this kind of program, somewhat the same characteristics but for different people under different circumstances. So we have to interpret measuring instruments in a little different way. We need to interpret differently because we are admitting somewhat atypical people to our institutions. They are not in the oridinary stream. Can we use the same instruments that we use on the typical college student? In measurement of progress should we use the same kinds of instruments in the same way as we use with typical students? And in measuring outcomes, should we measure in the same way, the same people? Dr. Burkett and Dr. Aker are going to give us some answers to these questions and those that they can't answer, they'll let you, the audience, give us some assistance.

"First, I'd like to call for some comment from both these gentlemen on the general problem of measuring devices or measuring instruments and the application of instruments and whatever way that they feel maybe should be different or maybe typical in the case of admitting people to independent study programs. Suppose we start with Dr. Burkett."

Dr. Burkett - "I would like to broaden the concept a little, if I might, beyond measurement to evaluation. I think these are related but they are not, in my mind, the same thing. And I think measurement is an aspect of evaluation, but I believe when we come to evaluation we're thinking of the four important considerations or principles, if you will, and particularly with relation to special degree programs. Dr. Caldwell indicated, the contact is not as intensive as it is with resident students. The first of these principles that I would like to suggest is that it ought to be comprehensive. We ought not to depend on a single battery of tests or a single technique to evaluate the outcomes of the programs that we're working on. Secondly, it ought to be cooperative. It ought to be communicated rather than something we do to people. Third, it ought to be cumulative. If we don't keep a cumulative record of what we are discovering about the adult as he goes through this type program, we're much more likely to lose him than we are otherwise. And finally, our evaluation ought to be continuous. It ought to be concerned with every aspect of the program and not with what might be considered as a few of the important milestones. Now these four principles aren't original with me. I would have to give credit to one among others, Dr. Bill Ragan, who's enunciated this. But, I think they have a good application to the kinds of programs we're to talk about.

"Having broadened the idea beyond testing or measurement to evaluation, let me come back to the importance of tests in special degree programs and make a couple of observations. I think it's very true, and Dr. Caldwell alluded to this, that the more varied, the more flexible, the more informal we allow the learning experiences to be, the more important testing becomes in the way of documenting what has been learned. And we need adequate tests to do this.

"The second comment I would make is that it seems to me that we use tests in special degree programs in at least two different ways than we use them in traditional college programs. One, I see no reason why there should be a crisis aspect to testing in special adult degree programs. The purpose of the test should be to establish that point at which the adult has reached a level of competence that permits him to proceed to the next step in the program, that shows that he has attained the standard that justifies area completion or degree completion. Obviously, not everyone will pass every test he takes. But in the BLS Program, for example, we have awarded a grade which we call restudy - retest for the student who does not measure up to standard on the area comprehensive. We have said, in effect, this does not mean that you cannot learn this material, but it means, insofar as we're able to judge, you have not. Therefore, go back to the drawing board, redesign your program with your faculty adviser, and at the appropriate time, we'll evaluate you again.

"And the second difference, it seems to me, is that the normal curve distribution which we pay a lot of attention to in traditional college classes is not really relevant to the evaluation of work in the BLS Program or these types of programs where the enrollment is indeterminate and, therefore, a person can continue to study until he reaches the appropriate level of competence. We have not talked about this concept of the indeterminate enrollment. But the genius of the special degree program is the indeterminate enrollment that allows a person to proceed at the pace that's best suited to his own background, capability, and the time he has available for study. And as I've worked with adult students in this way, I can't help but think of these young lads who come into our traditional programs who can do 'math twenty-one' but they cannot do it in sixteen weeks. They could do it in twenty weeks or twenty-two weeks. We do not have the indeterminate enrollment period in traditional courses so we set up the normal curve distribution in many classes and we say, 'Well if you are less than two standard deviations here we will pass you, and if you aren't we will fail you.' I don't think this is relevant to our use of tests in the BLS Program. We can indeed set a standard that we ask everyone to achieve. We simply don't ask them all to run the same race at the same speed.

"Then a final comment. When we talk about designing tests, and you have already indicated this, it's not too difficult to design objective type tests to measure learning objectives in, let us say, the cognitive realm where you are dealing with matters of fact or information even on up through the level of judgment or evaluation. When you get over into the affective domain where you're trying to examine attitudes, values, reactions to things like literature and music, this is very difficult. I don't have any answers; I am just simply saying that when you think about evaluation with the use of the comprehensive type examinations, their main usefulness may be in the cognitive realm. And this is why I think we have to broaden the idea of evaluation much beyond simply testing people to see if they are competent enough that we would award them a degree. I don't know anything you would use for this other than the continued exposure to the faculty and their judgment of what the person is learning.

"Finally, the development of area comprehensive examinations is a continuous process. We ought to come out with new forms each year. We ought not to be stuck with the question of test security and this sort of thing. The University of Chicago, when they had their comprehensive exams. came out with a new form each year and you could purchase the old ones at the bookstore and there is no problem of test security and they were excellent review devices. But this is expensive. When we get into the next session, this may very well be one of the areas in which institutions in these programs might think of cooperative efforts."

Dr. Aker - responded to the Chairman's invitation to comment with his view of the rationale for testing. "To me, there are only three legitimate reasons for a testing-evaluation program and pass-fail of students is not one of those legitimate reasons. The most important reason for having a sound, adequate evaluation program, I believe, is to provide measures reflecting the movement toward educational objectives so we can chart, as Jess has indicated, how much progress different kinds of students are making going along at their own rate. And to me, in special degree programs, you really can't fail out of the program. You move forward and achieve certain objectives as you go along or you don't achieve them. If you don't achieve them, of course, you don't graduate. But it's not a matter of whether one passes or fails a specific course or a particular testing situation.

"Connected with this first reason is the important function of providing knowledge and feedback to the learner so he has some evidence of where he started. He knows hopefully where he is going and then he is able to determine himself, with the assistance of his advisers, how he is coming along. Psychologically, I think, it's quite important to have built-in, feedback arrangements on a short-term as well as a long-term basis.

"The second important function for a good evaluation program is to fulfill our responsibilities for accountability to the general public that supports our institution or to the founding agency whatever it might happen to be, governmental or private, so that we can document the successes and failures of our program. And if we are looking for increased and continued support, I think we have to develop some mechanisms obtaining some fairly hard data which will document our successes - successes measured in terms of student success and follow-through studies as to what really happens in terms of changes in the lives of the people that go through the program. Do they really use the program in order to change careers or to move on up in a given career line? Do they change their life style? Do they acquire different sensitivities and appreciations for the world about them? We really haven't gone into this. I know of no adequate follow-through studies on most educational programs.

"I think the third legitimate reason for solid testing and evaluation programs is for research purposes so we can occasionally acquire information as to the relative effectiveness of one approach over another. We've talked about many things the last couple of days that really need to be researched, at least in terms of action research. Is the seminar format the most effective format in use for certain kinds of people? Are there other approaches that could be used which may give more efficient results? And these questions can only be answered, I think, if you have a sound evaluation program to serve as a basis for comparative judgments. To me, these are the three very important reasons for having a substantial evaluation program.

"Unfortunately, most of our measuring devices were not specifically developed for mature audiences. They were geared and designed to younger people who achieved at various levels coming up through high school and were established as entrance or achievement and ability examinations, based on prediction of success in college. To what extent these are valid in the mature adult situation is, I think, open to question. Perhaps here's an area where we could enlist the support of some of our large test-making organizations to encourage them to move further, faster into an examination of this very large untapped adult level audience of mature individuals who have had a variety of life experiences, who we hope will be coming into adult degree programs in ever increasing numbers. We really need to give a lot of thought to the relevance of the particular instruments that we're now using that were really designed to standardize on a different kind of audience in many respects. And if we think in terms of special audiences for liberal adult education, whether they arise from the so-called educationally disadvantaged groups of society, or other special target groups, we should again raise the question: 'To what extent are the instruments that we have reliable and valid ones for those particular kinds of individuals and groups of individuals?'

"We really lack sophistication in our knowledge and to make matters worse, I think we're not even certain what we're looking for. If we were, if we had the financial resources, we could probably hire the human resources to specify our educational objectives in the preparation of sustained liberal artists. Do we really know what we mean by a sustained liberal artist? That is, what do we want - a person who is pursuing and who has gone through a liberal arts program? What do we want him to be able to do? What do we want him to know and at what levels of understanding? What kinds of informal processing capacities should he have acquired? What kinds of emotional growth should accrue as the result of the program? What changes in communication skills and social sensitivities? If we could specify these to the level where our behavioral psychologists could help us develop behavioral learning objectives and could test for the accomplishment of these, we would know when a person has mastered the objective in terms of his new behavior. We'd know how effective our programs were.

"As I mentioned yesterday, I think we now have the educational know-how, the technological know-how to do this. So far we lack the commitment and the financial resources to do this because it would be a very expensive program. We could use the test situation as a learning device in and of itself. What are the different kinds of behavior you would expect them to acquire? There are different kinds of experiences one can embark upon to get the data. We could test and measure and observe at frequent intervals and determine with the learner how successful he actually is. Well, I think we're quite aways from that.

"So then, what are the alternatives? What other kinds of measures do we have for measuring other than pure storage of information and recall of factual subject matter? And I think our best single way of determining this is with the faculty, participant, interview, dialogue, interaction process where subjective judgments are made by faculty teams as to the level of competence obtained by the different students - not only cognitively, but affectively and in other ways."

FORUM SESSION
QUESTIONS AND COMMENTS FROM THE AUDIENCE

Dr. Dillavou - observed that the College Level Examination (CLEP) was designed primarily for adults. He wanted to know if Oklahoma used CLEP?

Dr. Burkett - replied, "We use the SCAT-STEP sequence for placement and we have been able to use the new college level exams for area evaluation only in the case of military because as I understand, if we're talking about the same exam, they're close security tests and they do not lend themselves to worldwide test groups. You would have to have test centers in each place that you were going to do the test."

Mr. Joseph D. Creech, College Entrance Examination Board, Atlanta, Georgia - was recognized and explained the patterns of CLEP test administration. "We do have three different arrangements whereby a student can take the test. Any serviceman can take the college level examination's general battery at his base education office. There are over fifty national centers located in normally metropolitan areas. There is a center director here in Tampa, for example. There is one in Miami and in Jacksonville. There is also the possibility of a closed administration if you can get together enough people who want to take the examinations at one time but are too far from a center. And there is the possibility of an institution ordering the test on a monthly basis, a thirty-day period, and giving the test at the institution under secure conditions.

"It is a secure test in the sense that we don't want everybody to have a copy of it. To reinforce what George said, they are designed primarily for an adult audience and they ask the same kinds of questions but ask questions in different ways."

Dr. Aker - "What kinds of competencies is the CLEP test designed to measure?"

Mr. Creech - "General educational development in its general batteries, growth in specific subject areas, or knowledge of specific subject areas in the various subject examinations which it offers."

Dr. Aker - "It's not an aptitude test. It's an achievement test."

Mr. Creech - "It's an achievement test; that's correct. It's not an aptitude test in the traditional sense. It's more of a measure of what an individual knows at a certain point in time and I think, as such, can be used in a couple of ways."

Dr. Aker - "I can see where it would be very important to determine what a person knows in order to intelligently guide and place that person in the appropriate level of subject matter as number one. Second, I would think it even more important to have some index of aptitude or ability to function at a certain level of cognitive complexity. I guess the problem that I have is: What do we do for adequate pretest measures that reflect the final post measures of where we want the person to go in terms of a broad general liberal education that's specified very precisely in measurable terms. If we don't know that, then how do we develop, or where do we go to find that kind of pretest in order to determine starting points, progress made? How do we know when the end point is reached?"

Dr. Caldwell - brought the discussion back to the point where the student begins, namely, the admissions level. He noted that most admissions tests are developed for recent high school graduates and cited the Scholastic Aptitude Test (SAT) as an example. "Dr. Burkett is saying that we cannot make evaluations; we should not make evaluations in an independent study program with the expectation that people will follow normal distributions or the normal curve. Are we going to use instruments to admit people to independent study programs on this kind of basis? Should we go further?"

Dr. Burkett replied - "The answer is we've not used admissions tests. We have used the SCAT-STEP series as a placement device. You use a norm if you're using placement, and we have used the college sophomore norms because we find so many of the adults entering the Program will tend to score in this range and it gives us a better reading on what advanced placement should be accorded to them in the area than if we used a freshman norm."

Dr. Caldwell - "Are you operating from a premise that anyone who completes high school or anyone admissible to the University can successfully complete this independent study program?"

Dr. Burkett - "We are operating on the principle that if he's admissible to the University of Oklahoma, he's admissible to this program. And, we would use the placement test in a counseling situation. If his test scores were very low, we would certainly point out to him the probable consequences of his trying to complete this kind of program with the background he has."

Dr. Caldwell - "Would you go so far as to counsel him out, in other words, which amounts to using it as an admissions test?"

Dr. Burkett - "No. Only when the person was obviously wounding himself. I've pointed out earlier, one reason we have done this is we have discovered that there is nothing very predictive at all about the test scores that we get from people in terms of their ultimate completion of the program. It tells us a lot about where they are but it tells us nothing about where they will go."

Dr. Dillavou - commented on the value of the CLEP test as a guide for counseling students away from a weak area. He also reported that he had found the exam a very valuable tool for advising some students against enrollment in the Roosevelt Program.

Dr. Burkett - "Counseling is crucial to the use of these instruments and people have different philosophical approaches to counseling. My own is that the adult should be given as clear a picture of his own capabilities or the probable consequences of his taking the course of action as you can possibly give him and that, because he is an adult, he should then be given the dignity of making up his mind. I think this results in all these programs that probably more people, after counseling, may not take the program than do. But much of this can be done before you ever test the person. The pre-enrollment counseling in these kinds of programs, I think, is critical. Some of it you can't do intelligently until you have placement tests on him. But some of it you know by talking with him. You hear him state different objectives than the objectives of the program, for example. But most adults are realistic enough that if they say, 'Well, I've looked at my scores and they're very bad, but still, I must get this degree.' And you say, 'Well, how much time are you willing to devote to getting it? Would you spend ten years? Would you take three years per area?' Most adults are in a hurry. They're realistic enough to know they will not take three years per area in this type of program. And while there is a problem in theory, in practice, I don't have too much problem with the use of placement instruments - of people coming on who ought to be excluded from the program. And I don't think we are omniscient enough to know which ones to exclude. I've been fooled too many times in both directions."

Dr. Aker - wished to react to Dr. Dillavou's use of the CLEP exam as a counseling device. "As I understand it, it is more of an achievement-oriented test. I would think that if a person is really quite capable in mathematics and can demonstrate that he has considerable competence in that area, that you would want to counsel him not to do so much more in math which he's already mastered. If he doesn't know much about the literature of a certain period and this is demonstrated by his performance on the test, then you would suggest that he fill in the gaps. You would counsel him, in other words, into the very areas where he showed up weakest on his achievement tests."

Dr. Dillavou replied - "We give them the Social Sciences, the Humanities, and the Natural Sciences in integrating seminars and we hope this does the job. Our students are professionally oriented."

Dr. Aker - "O.K., that makes the difference then; I was thinking of a liberal studies program."

Dr. Dillavou - "Just to make one more comment, it seems to me that in the kind of program you have at Oklahoma and South Florida, the general examinations would be extremely helpful because they do test the three areas you're going to cover, the Humanities, the Social Sciences, and the Natural Sciences. If you find somebody doing very well in Humanities, you can predict that it will only take you a short time to finish this. If you find somebody very low in the Natural Sciences, you would be able to say to him, 'You might not be able to go as fast in this area. You have to do more reading; you'll have to do more thinking. It'll be slower for you.' It might be helpful that way."

Dr. Burkett - "One of the interesting things you run into in the use of tests, and I'm in agreement with him, I would, other things equal, I would encourage the adult to start from strength first. It's this old factor of reinforcement. If he doesn't move from his point of strength in things like the BLS Program where he can succeed in an area and he can build from that strength and renew his capabilities, then he cannot attack the rough portions of the Program as successfully. And we find most of the dropout rate will occur in the first area of study. Once a person has an experience of success in this guided study, then he will move along. But once he is in the area, then you could look at the type test he's talking about, and I think we'd get much better information than the one we are using, to say, 'Well now, Social Science is your best area but where are your weaknesses within Social Sciences?' So, I'm really saying that I agree with both."

INTRODUCTION OF REPRESENTATIVES OF THE SOUTHERN ACCREDITING ASSOCIATION*

Dr. John G. Barker, Associate Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia. Mr. Grover J. Andrews, Educational Administrator, Southern Association of Colleges and Schools.

Dr. Barker - "This is not particularly in keeping with the subject you are now considering but, yesterday, the question of accreditation was mentioned several times and I thought that as these sessions developed there might be the opportunity to react to some of the questions that were rasied. Dr. Goerke did respond in a manner which gladdened my heart at one point, when he indicated the willingness of the people in the Southern Association to deal with innovation - to make evaluations of new programs. And I think our record in that respect speaks for itself. But it isn't very well known or perhaps recognized.

"At the present time in this region of eleven states, the Genesis program has been mentioned as one innovative effort. Another one of a similar nature in Texas, called Telstar, is one that we have evaluated initially and kept under continual consideration. The Bachelor of Independent Studies Program here at South Florida is another. I mention these only to indicate that we are open to the changes which are taking place in education, but we are insistent that they live up to quality standards. And this means that we have to have adequate opportunity to react to them, to evaluate them by committees of people where we feel this is necessary, and to keep them under continual consideration as they develop. And this is no bar to innovation. It has been mentioned that sometimes the name of the accrediting association is used in this respect: 'Well, we can't do so and so because the Southern Association won't let us.' And that may be true in some instances, but I'm sure there are many instances where it is not. So, we are very much in favor of this sort of thing.

"Another problem that was mentioned was the question of articulation of these programs from one region to another, nationally. The question of national recognition of accreditation is one which concerns a great number of people. And I'd like simply to point out that so far as the regional accrediting association with which I work is concerned, we do not determine the basis on which a student shall be accepted in any institution. Our standards or requirements for membership merely indicate that these should be spelled out, that they should be publicized and consistently adhered to. And, I think that our member institutions, of which there are about five hundred now, would consider it a grave invasion if we began to tell them, 'Now that you are accredited, you must accept every student who applies to you from another accredited institution.' There are too many complexities in this whole matter of evaluation of prior work and transcripts for us to attempt to set ourselves up in the seat of judgment. So I am sure that it will remain the task of the individual institution, barring the development of some national system such as Dr. Houle mentioned yesterday. I think it will continue to be mainly the function of registrar and admissions officers in the individual institutions to make these determinations and, frankly, I'm glad to let it remain there."

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* *Before leaving the Conference, Dr. Barker and Mr. Andrews wanted the conferees to have an opportunity to ask whatever questions they might have. Hence, they were introduced in the midst of the session.*

Mr. Grover J. Andrews - "First, let me say, the Southern Association is organized into three commissions - one for elementary schools, one for high schools, and one for colleges. Each commission has an executive secretary who is really the head of that program. Dr. Barker is the Associate Executive Secretary of the College Commission. I work for the Director of the total association as the Assistant to the Director. So he has the answers to the questions that you are concerned with. I have been a Director of Continuing Education. I'm currently a doctoral student in Adult Education at North Carolina State University. I am a member of A.E.A. and I'm also currently with the College Commission, to do a study to help bring about evaluation criteria for a program such as this. And this is my interest in being here - sort of as an observer."

Dr. Barker - "I might add that I appreciate, as I am sure Mr. Andrews does, this opportunity to sit with you and to hear descriptions of your programs because this is an area of great complexity and there are very few experts. And those who are in existence are probably in this room. So, it's a good opportunity for us to learn what is happening, thereby to be in a better position to react to developments in this whole area in the region that we work with."

Mr. Quick - "Has the Southern Association made any recommendation or even acknowledgement of the college level examination advanced placement for adult students? Secondly, would it be helpful or hurtful academic politics if we would get the Federation of Regional Accrediting Associations to make some kind of endorsement as the American Council has?"

Dr. Barker - "To take your first question first, the answer is there has not been any specific reaction to college level examination programs as a criterion or as a means for evaluating adult programs. However, I see no reason why it couldn't be very legitimately used in just this fashion. And, I am sure our people would have no objection to that. In the second instance, an endorsement by the Federation of Regional Accrediting Commissions in Higher Education of activities in adult education would be very helpful."

Mr. Quick - "The reason I rasied that question is that Norman Burns issued, about three years ago, one of a series of Federation bulletins concerning college programs on military bases. You may recall it was extremely helpful."

Dr. Barker - "That sort of document has been helpful so far as military base programs are concerned, so far as the accreditation of institutions cross-regionally and internationally are concerned. This body that he has mentioned, The Federation of Regional Accrediting Commissions of Higher Education, is actually a consortium of the executive secretaries of these commissions who meet about every three months and attempt to bring about responses to the inconsistencies from one region to another. And, occasionally, they issue such position papers as these you have mentioned which can be very helpful. I'll probably be attending one of their meetings within the next couple of months and I'd like to bring this matter to their attention. I will ask them to consider it and, possibly, they can move in the direction you've indicated here. I think it could be very helpful."

Dr. Caldwell - thanked Dr. Barker and Mr. Andrews for their contributions and after the applause subsided, he invited the original panelists to take their places. He then prompted additional discussion on the session theme with the following observations: "I'm a little bit concerned about the point we had reached here in some of the applications of examinations, but I don't want to pursue it too much further because I think it's something we'd get bogged down in. Let's leave it at that.

"We do need to consider a couple of points in the measurement of outcomes - that is the more advanced stages of an adult degree program. What is a person getting out of it as a result of the readings and study he's doing? And in addition to measurement or diagnosis at the beginning point, what's the expectation for the point of leaving? Some programs use standardized measures here in addition to the comprehensive exam that's made by the instructor. Now, I'd like our panel members to comment a little on the kind of examinations and the kind of evaluation that might be involved in the product as he completes his study in a given area or in all areas. What about the essay examination? What about the objective examination? What about standardized examinations? How are they all going to be interrelated and made to fit when sometimes they don't fit too well? We'll begin with Dr. Aker."

Dr. Aker - "That's a nice, $64,000 question to start off on. And as I think about the nature of the audience, the purpose of the programs—and I'm restricting my thinking now to the liberal studies type of programs and the directive study aspect of these programs—the typical end of a course, mid-term, final-exam concept that is so prevalent in undergraduate education, this doesn't seem to make much sense to me.

On the other hand, what happens to graduate students, particularly doctoral students, as they are guided through a series of learning experiences which include such directed learning activities and the taking of some courses and other kinds of learning arrangements and then examined in fairly comprehensive ways by faculty teams who hopefully represent the interdisciplinary areas that the doctoral students are moving through, seems to provide a pattern or a model that might apply to appraise the adults who are moving through a bachelor of liberal studies program. In our doctoral study programs, we develop examinations to measure the ability of a person to reach higher or more complex levels of solutions to problems, or problem-oriented examinations where they are required to bring to bear on a definable problem, hypothetical or real, information from the fields of knowledge from the Humanities, or the Social Sciences, or other areas. This seems to be the best way to determine one's ability - to not only process information but to translate it, reformulate it, and apply it in a context that is meaningful and relevant to the problem, to that individual, and to the purposes of our program. And I would encourage this group to look at these kinds of examining procedures as perhaps a model that might be adopted or borrowed from in developing examination procedures for the adults who move through these special degree programs. This is then followed by a faculty interview in a fairly comprehensive way with the student after we have determined his ability to express himself and address himself to questions and problems in writing. Then we have an opportunity to probe further or into other areas through an oral interview kind of a situation. I think it makes a lot of sense to think of the mature adult degree seeking student as fairly comparable to the more mature graduate student."

Dr. Burkett - "Let me respond to the question by simply stating the approach that's being used in one degree program. We have followed the old University of Chicago ideal that we have divorced evaluation from the instructional function to the extent that the BLS student coming up for his area comprehensive examination will take an examination prepared by our faculty; that is, the items would all have been elicited from the faculty in the field and properly edited by people who have some technical knowledge of testing. But the faculty member himself did not design a set of questions for his advisees. In that sense, we've divorced the two.

"We have combined the use of the objective type examination with the essay examination, sometimes weighting the two parts equally, sometimes weighting the objective portion slightly larger than the essay portion or vice versa. We use the combined score to give the person a reading as to where he stands in the area when he attempts the comprehensive examination. We ask his adviser to evaluate the written portion of his examination. Although his adviser did not write the questions, he will be the reader who states whether they're acceptable or not. We then combine the two parts of the exam and apply cut ting lines. Now, we run into some interesting questions at this point. If you say that you have four hundred points possible on a test and one hundred ninety-one is passing, would one hundred ninety be failing? Recognizing that this is ridiculous, particularly in this type program, we have three standings that the student can make on the comprehensive examination. He may pass. He may fall into a category which we call restudy-retest which in the traditional sense means that he failed. But in the sense you were talking about awhile ago, it simply means he has not yet succeeded. And then we have a gray area, a spread of ten or fifteen points where we say, 'Well, he has some deficiency here.' We send him back to his adviser to remedy this deficiency. The adviser designs some type of assignment which makes the student come to grips with the weakness and deal with it. Then, when the adviser certifies him for a pass, then he goes on. Now this is the one approach that is being used. There is a need to consider all kinds of ways of evaluating these students. How do you evaluate a person's ability to listen to music for example? By a written test that you send out to him? We have been trying to design a test on different experiences in art which we would give by tape recording or by visuals while students are in the seminar. We feel this is the only time we could give it, but this is only one other approach ot testing that I think ought to be experimented with."

Dr. Caldwell - "This whole philosophy here of competence, a competent performance or mastery performance, seems to me quite incompatible with testing in the normative sense. I don't see how the two can be used very well in the same program. On normative instruments you're not so much concerned with content. You could be, but you seldom do get concerned with content in your concern with numbers or percentages of people who are below certain kinds of cutting levels - lower ten percent and so forth, or passing fifty percent. You're using those instruments in the program and yet you're making judgments primarily on instruments which require a degree of mastery and you're not accepting failure and you're telling people to go back and learn something they haven't learned. How do you live with two different philosophies and two instruments in the same kind of Program?"

Dr. Burkett - "I'm not sure that I have the same problem on this that you do. Some years ago, we did some work with Christine McGuire, who works for the University of Chicago Medical School in testing. And they take there, at least in some of their tests, the same approach. They have a technique of arriving at it that I think is very interesting. But what they do in effect is to state a passing-failing score for each item on the exam and then weight the entire exam, but they do not use the normal curve in any sense to evaluate their medical school students. They're saying, 'Once we set what is passing, everybody comes up to this standard.' It's the opposite way of using tests. Now I have to make a distinction in my own mind here between the use of the comprehensive examination to evaluate area completion and the use of a placement instrument at the outset of the program where obviously we are saying, 'If the normal college sophomore should be at this point and you are at this point, then we give you advanced placement.' In this sense I'm using these types of tests in the same sense that we applied the normal curve distribution. But what I'm saying in the case of BLS, is that you can set the standard wherever you want to set it. Maybe it is arbitrary. If you want to be arbitrarily high in the quality of the graduates you demand, you set it there. But because the enrollment period is indeterminate, the student still has an opportunity to reach that goal. There is no crisis situation that says, 'We'll exclude you if you can't do it in eighteen weeks.'"

Question from Unidentified Participant - "When reading an area comprehensive exam, how can an adviser evaluate academic material that is not related to his field?"

Dr. Burkett - "The type of essay questions we're using in the comprehensive exam are questions which pose a rather substantial problem and ask a person to deal with it. Now if an adviser feels that he is reading a question that is so far from his area of competence that he ought to secure a second reader, then he certainly is at liberty to do so. In fact, early in the program we decided that because the reading of essay examinations does relate to many things, such as what one had for breakfast, that we would have a second reader evaluate an exam when a person fails. We have found that almost invariably one adviser confirms what the other one has done. And so that has not proved to be as big a problem as we thought it would be. There's a problem related to this that we anticipated would come up that hasn't proved to be as big a problem as we thought it would be in this type program, and that is the idea of the economist who has a student who asks him a question on psychology in the dialogue of the advisement process. We had many questions from the faculty early in the program like, 'Well what am I going to do when?' They were imagining the types of questions they get from their doctoral candidates. I'm sure that most of the faculty advisers have broadened themselves somewhat within the area of study, but it has not proved to be an unwieldy thing for an economist to deal with a BLS student's questions in the behavioral sciences or history."

Mr. Quick - "I'd like to ask an economic question of you, Jess, South Florida, and Roosevelt. Do any of these programs have arrangements, by an advanced standing examination or any basis, by which the individual could actually be exempted from part of the individual study or any of the seminars?"

Dr. Burkett - "No, we do not. I think that maybe this is a topic that's germane to our next session when we talk about the articulation of the programs among institutions. This requires further consideration because we are, in effect, saying that we don't care what background you come to us with in traditional work; we're going to evaluate you and start you somewhere within each of these three areas. This, in effect, might mean that you would send us a person with thirty-two recently completed semester hours of good distribution within the Social Sciences and we would still put him through the mill."

Mr. Quick - "I'm talking about the person with previous college work, a person who is well read."

Dr. Burkett - "Well yes, same difference. No. The answer is we do not, but I think we should."

Dr. Kearney - "Our Council considered this question. Since we have a unique curriculum, the Council felt that it would be a rare and a happy coincidence if an individual walked through the door and just happened to have read the particular cluster of books relevant to an area of study. The Council, however, has indicated that if an individual came through the door and felt that he was competent, say, in the Humanities, that he would have the right to appeal, that he would have the right to apply to the BIS Council to demonstrate his competence in the area. If he does demonstrate that competence, he bypasses guided independent study in the Humanities. He might not necessarily bypass the seminar; we may require him to take the seminar."

Dr. Caldwell summarized the session as follows - "In summary, I think the commentators have indicated that evaluation needs to be varied. It needs to be comprehensive and sequential. That instruments based on normal distributions are appropriate for some purposes but normal distribution grading is probably not appropriate in the independent study program - at least not nearly in the sense that it's used in typical college programs. You can call for a different kind of performance. There is not the expectation that you have forty percent washout as with college freshmen. Assuming proper pacing, people can perform at the expected level and instruments should be developed and applied according to these principles."

SESSION VI

Discussion Leader:	Mr. Jules Pagano
Resource People:	Dr. Jess Burkett Mr. Paul V. Delker
Session Theme:	What might we anticipate for the future regarding relationships between Special Adult Degree Programs in the United States?

Introductory remarks of the Chairman - Mr. Pagano set the stage for the meeting by observing that "this session will be an attempt to focus on the future." Participants and resource speakers might best begin with a serious evaluation of "where we've been and where we are." Then the group could proceed from there to take a projected look into the seventies. What sort of a future would the seventies hold for this kind of adult education?

The Chairman then introduced the panelists. In introducing Mr. Delker, he said, "I have on my immediate right Mr. Paul Delker, who is the Director of Adult Education for the U. S. Office of Education and who represents physically and intellectually the concepts of adult education the Federal Government has made in the Office of Education. And it's really a personal pleasure for me to sit here and introduce Paul since I've known him for a long while and have had the privilege of working with him in many capacities all during the sixties. And now we sit here in the seventies, Paul, and I'm not quite sure of where we're going to go this time. I hope you'll help guide us."

Mr. Pagano recognized Dr. Burkett as follows - "To my immediate left we have Jess again who has had a long day but who represents for us, I think, the most valuable experience we have in this whole area. He has been so wonderful in sharing it and reflecting on it and mentally doing the kinds of exercises to try to see what they've learned in Oklahoma that's of value to the whole system in the United States, and to share it with us so we might build together."

The Chairman asked Mr. Delker to lead off and perhaps in the process "to share with us any insights and problems as well as messages he may have in discussing the future of these programs, and where we might look to see some of the problems and opportunities before us."

Mr. Delker responded - "I really can't talk about the future of these programs except in the broader context that I think our discussion of the last two and one-half days has taken us; so I'm going to take the liberty of sharing with you what I think has been going on here in relation to what will be going on in education in the seventies. Since this is going to be printed, I need a disclaimer anyway, so I better put it in now. These are strictly my personal views which I share with you. They are not the views of the Office of Education. In the context of this group as adult educators, I've noticed that we don't see ourselves as a significant force for change. I don't say that critically, but I think that's a fact in the way we have been relating as a group in the last two and one-half days. And frankly I don't see myself as a very strong force for change. So I say we perhaps see ourselves as nudgers of change. Let me call on an analogy of the tugboat and the ocean liner. Occasionally we can nudge that massive thing called higher education and cause it to get into its dock or to get out of its moorings. And there are very important advantages that go with being nudgers of change. Our society must have them. For the nudger of change, timing is crucial. In the open seas his force is of little consequence but, when it's a matter of moving large masses small distances, there's no replacement for it. However, the danger of being a nudger of change is that you don't have sufficient courage or sufficient power to keep from being a captive of the establishment. You can have the full force of your tugboat up against the ocean liner without knowing that you're being moved backwards all the time. And it seems to me that the trap you've fallen into, that we've fallen into as a group, is that we have been acting one hundred percent as captives of the establishment. Not that our questions are not legitimate. I have heard legitimate issues raised, but I don't think they're important issues if we're going to talk about the future of adult degree programs.

"I've heard phrases like 'select group,' 'conventional materials' and 'conventional methodology'; so we really see these programs, I think, as an adaptive mechanism rather than as a nudger or force for change. I don't think we made any effort to accurately interpret the forces for change which are already under way and are going to become much stronger in higher education.

"If we are going to be effective nudgers of change, it seems to me we ought to be talking about these forces. George Aker attempted to raise some of these issues yesterday in the opening session and so did Cy Houle, but we really didn't get very far. Let me share with you what I think are some of the forces for change in higher education that we ought to be relating to in a much more immediate way.

"Coming down in the plane yesterday morning, I read in the Washington *Post* that President Nixon is not going to be known as a President in favor of education. This writer predicts he will be known as a President in favor of educational reform, and I put a great deal of stock in that article because I can identify that trend in the months of administration that I've experienced. And I think, again, the President is accurately reading the times and the tenor of the people in thinking that we should have a period of educational reform. And as George suggested yesterday morning, higher education is perhaps the principle target for this reform because it's taken to task as being ir-

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relevant by the student body—student unrest—and it's no longer the protected or favorite group in society such as it was in the decade of the sixties. So I see it as a period of reform for higher education. One of the main thrusts of this reform will be to bring the disadvantaged into the main streams of American life. We will move from elitism, which is another word for a select group, to mass higher education. I don't think we've really talked about this issue. Programs like new careers, career opportunity programs, the whole concept of equating life experience with knowledge, we've barely touched upon.

"The second force for change, I think, is this one of relevance in the undergraduate curriculum. And at the basis of this, in my vocabulary, is recognizing the legitimacy and importance of knowledges other than cognitive. Everything I've heard here has been built around a cognitive area. I haven't heard any gut level stuff or even the word 'affective' knowledge. I haven't heard any attempt to relate life experience to the seminar and vice versa. We've really seen ourselves as an adaptive, accommodating mechanism. People can't get to the campus, so we figured out these little ways to accommodate them. And this is what the students are saying - that it's irrelevant; it means it's not based on the world out there that I'm going to live in. It's not related to my experience. It's all cognitive. You test me on cognitive measures. You require me to enter the cognitive world which is not the wholistic world of human life and you insist on isolating me in this, and then you give me a diploma. Now, some of them are saying, you give me a Ph.D. and I can't get a job. So I really think reform is inescapable. The young men and women see it as a wholistic approach to education involving life and culture and intelligence. These things are not distinct or separate and yet the intellectual tradition of Western civilization, as we have held on to it, has perpetrated the myth that the only valid kind of knowledge is cognitive. I think we're really going to get shaken up on that.

"The third force is abandoning white racism in higher education. And I use it in the unconscious, cultural sense of white racism, not the bigot, nor the person who is openly against intermarriage or any of these concepts, but simply that we built a system that excluded all except the white - the wasp culture. And here the whole question of selection procedures and admission standards, I think, is going to be completely criticized and revised, and we better not be very defensive about it.

"And the fourth thing that I think is really going to turn us upside down is the technological revolution - computer-assisted instruction. You know, I really like George's citing the tutors as a learning experience and I got to thinking about that. The first time I taught an undergraduate course, as a graduate student, I learned more than I did at any other time, I think. But then I realized what this really says. It really says how poor our system for transferring knowledge or developing knowledge is. The reason that I learned more as a teacher is that I was fully involved. The reason the pupils don't learn very much is they're usually not very involved, because we don't have a community of learners in most of our classrooms. This is where I think the technological revolution is just going to take over and should - in the area of information transfer, and in the area of individualized program instruction or computer-assisted instruction, and additional techniques we haven't thought of as yet. Certainly *Sesame Street* is not going to stop with the kindergarten level. The concept of using television as an instructional medium is already apparent. I'm sure you have heard these figures, but the average high school student has had 1,500 hours more of television time than he has organized curriculum time. So let's not fool ourselves as to where education is really taking place in our society, especially for adults. And let's anticipate that more education is going to take place—more learning, if you don't want to call it education—more learning is going to take place outside of our formalized learning structures than inside, which in my opinion has not been the case prior to 1950. Well I think with these four points I sort of said my piece."

Dr. Burkett - replied to the Chairman's invitation to react by indicating that he had some other questions to talk about but preferred to delay raising them until the participants had had an opportunity to discuss the points presented.

FORUM
QUESTIONS AND COMMENTS FROM THE AUDIENCE

Mr. Shelburne - "We have run into a strange situation. We have people outside the University, with all its faults and all of its non-relevance, banging to get in. Explain this."

Mr. Delker - "I think you can survive and keep on doing what you're doing and the middle class sector of our society will continue to grow as we are successful in the anti-poverty programs and in improving education at all levels. The middle class population is going to expand. Somebody was telling me at lunch that forty percent of the black population in Philadelphia is middle class. I was startled by that. But you know that's going to go into fifty percent and sixty and seventy and so on in this decade, not just in Philadelphia but nationally. So as people get to this middle class economic group, they want education. For one thing, their amount of leisure increases. They have more opportunity and they have more accessibility to education. And they want it. And those who are trying to move into the middle class want it because credentialing is one way you get mobility in our society. And that's a major reason why they want it. But I think at the same time they want it, we have these other pressures and they're going to want it to be better than it has been, especially those that have been through the system and have made it. I don't think you're in any danger of becoming extinct. I see this program as an opportunity to exert real leadership in the improvement of higher education because I think we've got the right concept."

Dr. Burkett - "Of course I wasn't sure that I heard Paul saying that the program that we are operating for adults is irrelevant to their needs. I think I would want to argue that rather vigorously for two reasons. One, if we designed in the free society something that is the education for the free man—which is what we're trying to do in liberal education—then I would argue that this may be the only relevant education one might design for the adult part-time student in the kind of world we live in. But I would argue from another standpoint and that is, that I believe irrelevancies in undergraduate and graduate education may produce campus revolt. But irrelevancies in continuing education die very quickly. I don't believe you could sell that which is irrelevant to the adult part-time student and expect him to come back in increasing numbers. I didn't feel this threatened, myself, by what I heard Paul say."

Dr. Aker - "I'd like to make some comments to Dr. Burkett's and Mr. Delker's dialogue. One, I think the facts of the case would suggest that general adult education is not of very high quality at the university level, or any other level, when we find only one out of five American adults have any involvement or contact at all with adult education programs. With regard to Professor Houle's statement that we had 500,000, half a million baccaulaureate degrees, I don't see 500,000 people a year banging on our college doors to say, 'We want more of this. It's so good we want to get into your special adult degrees to go on and continue our learning.' But I really think quality of education is a very great issue - from K through graduate school, particularly in adult learning situations. It's a fact that the dropout rate in most adult education programs exceeds forty or fifty percent. Not necessarily in the special degree programs but in general adult programs. And I would like to hear us talk more in terms of liberal education not as a cognitive state that a person arrives at through a course of study, but as a way of travel through life as a liberal learner. It's a continuing sort of process and it relates more to the way a person approaches the world about him, his ability to have rich, deep, emotional experiences by deeply appreciating the unique differences about him, expanding his own self-concepts, becoming a part of others in group activity. It has something to do with the quality of open-mindedness and flexibility, the ability to entertain a number of conflicting points of view without premature closure, without becoming rigid, fixed and crystallized in one's attitude. I think it's those kinds of concepts that we should have in mind when we're talking about the purpose of liberal education. There are many different routes to this. And I think the entire audience of the undereducated, the disadvantaged, are as legitimate an audience for liberal education, perhaps even more so, than the more affluent segments of our society."

Mr. Pagano - "Probably the most revolutionary thing that we've discovered is that liberal education, the development of the mobility, the credential, and the process of life that comes out of a liberal artist is the most important skill that any American can have today. And they won't stop knocking on the door for that because they look around at our society and they see it's those people who have either acquired this one way or the other are the ones that are making decisions, have meaningful lives, and are sharing in decision making about what happens, where it happens, and who I am, how I live and what the quality of life is in America.

"We have too often been caught up between what the demands of the society are—you know the argument about the university being the filling station that fills the necessities of industry and of commerce and of society itself—rather than being concerned with developing a whole man as a liberal artist and then further let him have opportunities for his own career and his professional self. We have going in the United States a kind of dialogue between where does the professionalism come in—with strong feelings and articulation by institutions and members of the faculties who feel it ought to come much quicker and much faster—and very strong feelings, I think also, of the opposite point of view that it must come much later. And much more crucial in our kind of society is that the liberal artist be given those skills that allow him to be a total man, to be articulate, to be able to communicate, to be able to do the things that George said so well, to understand himself and his environment and to make some judgments about the kind of life he would like to have for himself and for his posterity, for the future of mankind. Well in that sense, Paul, this seems like one of the avenues that ought to be encouraged and supported with the kind of program we're talking about today because it does allow to give that fundamental base to be able to operate within our society as a full participant, as a responsible participant, that you don't have in many of the programs which we have discussed that have been Federally funded as stopgap things. You know, how do you develop new careers? How do you get occupationally oriented programs established immediately so that there are greater opportunities for economic growth and for economic responsibility?

"In some ways we have always had this terrible dichotomy of what happens in the classroom not being related to what is in reality out in the world. There are new phrases; one that is now very popular with educationalists is *future shocked.* What happens is that the student moves into the real world and has future shock because the way you told him it's going to be, it isn't. So, the future shock takes over and he then reacts upon the institution and calls it irrelevant. So, it's this kind of transfer, this understanding of that, that we find these programs relating to. That there is a feedback coming back. You know how you've all talked, especially today, if I shared today, about what's happening to the faculty that gets involved? That the institution becomes changed by this very operation and as nudge agents—as change agents—you are responsible for that kind of feedback taking place within your institutions. And an institution must make at least that much commitment if allowed to be changed by the effect of the new type of student, if you please, that's involved in the operation."

Dr. Kearney - "I would like to react to what Paul has said to us. After hearing his provocative statements, I had to place his remarks in some sort of perspective for myself. As I look at the total educational problems facing this Country, as I look at the challenge of getting education to the masses, I see the benchmarks that he set for us as realistic goals.

"I certainly applaud these goals, but I'd like to, if I can at this point, epitomize the spirit of this conference so far as I'm concerned. One of the main reasons that we're gathered here is that for the first time in American higher education a group of educators within this past decade have concerned themselves with reaching out to the contextually handicapped adult and in this sense we are nudgers. We want to learn how to be better nudgers in reaching out to this particular person who wants higher education, who has the brains to get it, but has been blocked by the traditional dictum that you have to be in residence for four years to be educated. This is the underlying spirit of this conference.

"Perhaps we rank a little high on Paul's scoreboard in the context of reaching out to another segment of the population that's been ignored. In any event, I'm hopeful that many of the things that we've said here will make the special degree program more relevant to the adult. I'm hopeful that these insights will challenge us to make it more relevant. Our doors are open regardless of race, creed, color or national origin. I think in the main, if we take Paul's set of standards and set them up against the special adult degree programs, that we can feel proud for where we stand now, and we accept the challenge to go beyond."

Miss Powell - expressed concern over the problems of leisure time and aging and wondered how educators would react to these people in the seventies. In her view, young people would probably have to be job oriented in their studies, but many adults would have the urge or the desire to be students of the liberal arts. She expressed the hope that they could study the liberal arts "as a fun part of life" without having to be involved in a degree program.

Mr. Delker - "I'd like to comment on both these points. I agree with Kevin. I think you rank very high in finding new ways to reach people who have been excluded. And I didn't use the word, nudgers of change, except in a complimentary sense.

"As John was talking I remembered Peter Drucker's book, *Age of Discontinuity.* I think that's a book all continuing adult educators should read if any of you have missed it. Especially the fourth part on 'The Knowledge Society.' And he makes a very convincing case to illustrate that we have gone beyond the point of being able to have a productive work life for the period available to us of some forty-five years - from roughly twenty to sixty-five. He cites the phenomenon of significant numbers of people in their forties who want a complete career change. I think we can all verify this in our own experience. It is an important phenomenon which has not occurred before in history. Link it to leisure or to any semantics you like. It's very important for the liberal arts tradition. You know, there are substitutes for a new career. There's a new job; there's a new challenge in the old job, or there's a promotion and so forth. But one of the most important aspects in the technological society, I think, is the liberalizing arts in the best sense of that word. They offer the opportunity for renewal.

"And I remember too that responsible educators are now saying that they can convey the knowledge and skills presently covered in twelve grades in four years. And I asked: 'Do they mean social skills too?' And the answer was, 'Yes. They mean social skills too.' Now if that can be done, it will be done in this decade; I'm convinced. You might say the reform of our elementary and secondary system and of higher education is going to seek ways to replace the teacher; I'd rather say to complement the teacher. We will increasingly utilize information transfer systems involving technology. The role of the teacher, I think, is going to be enhanced and improved. But suppose you get a kid—think about this for a minute—a ten-year-old kid, who has the social skills and all of the cognitive skills of a high school graduate. Where do we go from there, gentlemen?"

Dr. Johnson - expressed interest in what might happen to graduate and undergraduate programs as they now exist if we succeeded in compressing twelve years of education into four. Paraphrasing what he thought to be the central theme of the Conference, he said, "What we are saying is that we want a program that will get the individual to a point where he faces up to the one or two problems in life. One is recognizing reality. The other is dealing with it." He thought that our programs traditionally had people "dealing with problems and not recognizing them."

Mr. Robb - "I wonder if the phrase nudgers of change isn't doing us a disservice. I would rather like to think that we are harbingers of change. Consider Sanford's contention that the university, as you know it, is going to be gone completely by the end of the century. It's a medieval thing that came into being because of the existence of a faculty library and you had to go there to get those things and that's no longer true. Aren't we the forerunners of an era in which learning can take place elsewhere than on campus at a very significant level? What Kevin's been charging really isn't true. People out there aren't contextually handicapped. They just don't know how to use the context they are in as a learning situation. In guided independent study the counselor should at least provide one mechanism for using the context as a learning situation which verifies Sanford's claim that we really don't need the university as we did anymore."

Dr. Burkett - "Or is it saying as someone—and I don't remember who, but it isn't original with me—said, 'The education of the future simply tends to be less time-centered and time-constrained and less place-centered and more the product of life itself.' This may mean that the university is ever so useful but in quite a different way."

Mr. Robb - "This could go still further and suggest that the concept—even if it is eight hundred years old—of a four-year curriculum which is somehow preparatory to life is an outmoded concept which doesn't fit our society and that education now must be a lifelong engagement within the context of life."

Mr. Pagano - "And part of the problem is who has jurisdiction over that turf? The university has jurisdiction over that turf. The university must find ways, as you suggested, to understand that it has got to do something about that turf, namely reorganize itself in terms of who's responsible, what it recognizes, what processes are legitimatized, which ones are changed, which ones are obsolete, etc. And that is what, it seems to me, this Conference is all about. That is, how do you begin? What things do you do that are acceptable at the moment to move in that direction? And timing is crucial. I think one of the things that Paul talked about was that we're dealing with programs that are acceptable at the moment. It's kind of interesting to see that the accreditation people were helpful and want to be responsive. They weren't closing out. They were being as supportive as they could as they sat here."

Mr. Ben G. Gustafson, Coordinator, Development and Research, Former Dean - Division of Continuing Education, University of North Dakota - believed that many people outside the university atmosphere do not understand the university. They don't seem to understand "that the university is run by the faculty, that the university is a faculty domain." As the clientele for adult degree programs increases, we will have to deal with this problem. "We are either going to have to structure a special segment of the university to take care of them or we are going to have to make them understand the structure of the university."

Dr. Shelburne - posed a third alternative, "Business is going to move in and do it for a profit."

Dr. Burkett - "As you were talking, I couldn't help but think of the speech that the Chairman of our Faculty Committee made from time to time to his colleagues when we were trying to design the BLS Program. Clayton Fever is a philosopher at the University of Oklahoma and he would say to them in 1957 and 1958, when we were working on this program, that the university of the last half of this century would differ as much from the university of the first half of this century as the university of the first half of this century differed from the thirteenth or fourteenth century. And he would say: 'Or else death.' And his point was that if the university becomes irrelevant, society will dream up some other ways to do it."

Mr. Quick - noted that the entry of business into the educational realm was partially down the road. To illustrate the point, Mr. Quick cited the case of Marjorie Webster Junior College versus the Middle States Association. The Junior College is a profit-making, proprietary school in the District of Columbia. The original determination of the Federal District Court was that the Middle States Association could not deny membership or accreditation solely on the basis that a school is proprietary in nature. "In other words," Mr. Quick observed, "the non-profit basis of higher education has been overruled in a Federal Court."

An Unidentified Participant - thought it appropriate to call attention to the Texarkana Project as further evidence of the emerging role of business in education. This project was illustrative of the fact that, "an industrial corporation is already contracting with an organized school system to provide a certain quality of education with a guarantee that at the end of that experience if certain results established are not achieved, that the funds are not to be paid to the corporation."

Mr. Pagano - elaborated on the project to emphasize that the agreement amounted to a "performance contract" which was assumed by the Dorsey Corporation following negotiations via the open bid process. An interesting aspect of this development was that it illustrated increasing concern with the question of "the accountability of education."

Unidentified Participant - "As an aside to both of your comments, I happen to live in both worlds and there will be a serious drain on our educational talents because the business men are not silly enough to think that they are going to pull this off by themselves. And to carry out on Mr. Delker's comments, those of us who are working with business and the academic are thinking of total systems. We're talking of a classless educational system. We're getting out of the grouping, box-like, and stereotyping kind of program. And to carry it a step further, it's no longer a problem-oriented contract that they're looking for. Some of the companies that I've discussed this with, will contract with a nation for the whole system, all the way through. We haven't addressed ourselves to all these things in a lot. When we talk about managing the university in our university,we can't figure out who's managing whom. And the governance of the university itself is a terrible problem that we haven't addressed ourselves to. And this factor in itself, to me, is a very difficult problem. We're directionless in many ways and we don't know who's managing us."

Unidentified Participant - registered his personal frustration with the realization that even though it has long been recognized that education is a lifelong process, little has been done to furnish realistic funding so essential to quality in the realm of adult education.

Mr. Pagano - thought the funds could come from a "redistribution of resources presently available." The Nixon administration has called for educational reform and this would likely include a rechanneling of resources.

Unidentified Participant - commented on relating education to the great number of senior citizens who have time on their hands and who reside within the immediate environs of the university. He thought that educators were responsible for meeting their needs.

Mr. Pagano - "Part of the problem of relating education to leisure is that leisure in our society is non-educational. It's a non-educational activity. Now what do you do when a value happens in your society that has a definition that is non-educational? How do you change it? What is the responsibility of educators and the educational process relating to leisure? You've got to give it some status. We know enough about human behavior. One of the things that this program does—the program you're talking about today—it says to people who have failed to achieve and get recognition in their society but may have achieved economically, it says to them that you may now get a kind of status as a human being. Our society places great value on education for its own sake.

"Man must be recognized for his effort to develop his own capacity. Anthropologists have told us enough about human behavior to know that the status problem is a serious one, to know that this is a need that we have, a tremendous need in our society. The whole success of technology in America is based on this. I suggest that you've hit one of the most crucial areas we have. Leisure must be identified as a true educational process with an educational value and recognition for it. But the society at this stage makes it more fun for retirees to role play a seventeen-year-old rather than the truly mature, wise man."

Dr. Richard Wiegand, Director of Continuing Education, Georgia Institute of Technology - wondered about the apparent paradox between two positions that emerged from the dialogue. On the one hand, some were saying that "education in the traditional sense is really not relevant to various groups of people." At the same time, others were pointing out that "traditional credentials" are quite relevant. What would happen "if we decide to abolish credentials"?

Mr. Pagano - "You know historically this happens in a society that's in transition. The values sustain themselves while changes are taking place. We are in a credentialed-value society. Now some people make jokes about this. Ten years from now, they're going to ask people, 'Where did you get it?' One guy says, 'I got it from (X) College.' They're going to smile real nice and say, 'Well, I got it at Florida.' They're going to say, 'Hurray for you, glad to know you, you're a man.' I don't believe that's true, you see. I think that's the way we act while the transition is taking place, while the problems are facing us. The important thing is that there has been that process. The man has, or the woman has, gone through the process and has achieved the level where the society recognizes it and responds to the person differently and allows him to have roles and responsibilities that you don't have unless these credentials are somehow a part of your life."

Dr. Aker - speculated about what might happen in various professions if we abolished credentials.

Dr. Shelburne - "You are flying in the face of trade unionism. You just can't abolish trade unionism."

Mr. Pagano - "Yes. It's a form of credentialism certainly and that has been the major big revolution in our generation. We have witnessed the credentialization through the industrial revolution, through unionization of all of our professions - whether you call it a union or call it an association, is really irrelevant. All professions were able to establish their own standards, their own admittances and their own reward systems. And this is being challenged by a more open kind of society wherein service and performance are now being at least raised as criteria rather than professional credentials."

Unidentified Participant - "How much of a say will we as educators have over the issue of credentials or no credentials?"

Mr. Pagano - "Well the process is going to have a lot to say about it. The process means institutions, resources, teachers, administrators, and students, that whole process. It's already started. Students have talked about the questions of relevancy and quality and they have challenged in some places with free universities, universities of the street, the grading of the profs, you know, the printing of the book of who's good and who's bad and who ought to be fired and who ought not to."

Mr. Delker - "Along the lines of future-dimensional-thinking, I think we should be looking at society as a total learning system. Just think of continuing education becoming a national reality - which means that everybody does learn all his life, that everybody is an educator, and everybody is a learner. As an example of the signs of the time, the word *library* is beginning to give way to *learning* resource centers. It's no longer the place where you go to get books, you know. It's a place where you have microfiche readers and all kinds of cassettes and records and this has been with us for some time. And now we begin to change the name. So I think we need to think of society as a total learning system. There are a lot of educators who don't call themselves educators, who don't think of themselves as educators, and whom you don't call educators. You know, a lot of them have been on Madison Avenue for a long time. And a lot of them are in television, and so on throughout our system. As continuing education becomes a national reality, this phenomenon is going to go from whatever percent it is now to one hundred percent. So then, what do the universities become credentialers of and what should they credential, if anything?"

Mr. Pagano - "They may become more elite."

Unidentified Participant - wanted the panel to speculate about the role of the smaller private university or college in meeting the many challenges of the seventies.

Dr. Burkett - "One of the interesting innovations in higher education in the United States has been carried out by Goddard College in Vermont, which is a relatively small school, but I would not know how well heeled it is. Innovation costs money. Isn't the answer to the question that an institution does what it can and what it can do well. Some of us can do some kinds of things and we have the faculty interest to do this, and others can do other kinds of things that are equally valuable because they have the peculiar faculty interest to do this. But I do not personally see the size of the institution as necessarily related to its creativity. On the contrary, whatever ferment came out of the University of Oklahoma came originally from fifteen or twenty scholars and finally broadened to maybe forty scholars. Well these scholars then in talking with their colleagues got at least a tacit commitment out of perhaps a hundred before we launched the program. What I've said in commenting on this is that an institution that would be creative with its faculty doesn't have to have the entire faculty interested in its creative effort but it has to have a substantial group of the leaders. Now what I'm saying in relation to the small college is that it may be easier to have an almost total commitment from a smaller faculty where that character of ferment might be going on than it would be in a larger state or private university."

Mr. Pagano - "I'd like to give two historical examples. I think there are many of them but these two just hit me as ready examples of programs that are now acceptable as normal and part of our educational system that started with very small and poor institutions. Antioch pioneered the whole concept of work study - the combination of classroom and work experience. No one even questions it now. But twenty years ago, thirty years ago, it was a revolutionary idea with a lot of people in the world of education speaking against it. If you look at the literature, it was condemned a million times as the corruption and ruination of higher education.

"Another one is St. John's, the hundred great books concept - the going back to the Humanities. The school was a very small, poor institution. It had no accreditation for a number of years and yet no one questions the need and the role of the Humanities in our basic fundamental education today and general education has found the way in which the Humanities are related."

"I think that there is a very special thing in the American educational tradition that allows the uniqueness and the special things that had caused that small college in the first place to get started and the innovation within that tradition. I even say this to the private Catholic institutions. It had to be Webster that caused some very exciting revolutions in the Catholic education. I refer to women's schools - small, poor, built around a couple of personalities of a couple of great Sisters.

"So I would say to you that you probably would be able to move faster than the larger institutions who have constraints and demands on them to the extent that they may not be able to move. Harold Taylor has a theory watching some of these innovative things happen. What is crucial is that two or three faculty guys find out that they can move something and they start doing it. The faculty starts doing it. It starts with two, three, four, and then, the first thing you know, it becomes an operational thing. No one at Oklahoma now even questions the BLS Program. You know now no one really questions the Program you're involved in, but I'm sure as the first three or four of you got together you had to moonlight where you met, what you talked about, etc. I do believe that's how change takes place in higher education."

Unidentified Participant - wished to elaborate on the Harold Taylor comment by citing the James Perkins comment about the responsibility of the administrator which "is chiefly to identify those few faculty who are the leaders and to give them the kind of support that is necessary to have, to feel free to go ahead and make changes."

Dr. Harold G. Clark, Dean of Continuing Education, Brigham Young University - "I would like to take this opportunity to pay tribute to these pioneers, Jess Burkett, and some of these boys who have helped us materially as we have tried to introduce this into the traditional university curriculum. There is a certain spirit about this that is over and above the facts that they have generated that carries it through. A certain faith and optimism which is tremendous and I think if you don't have that you will have a hard time. We have tried to have it rub off on us. And, Jess Burkett, we believe it has rubbed off and, of course, he predicts that we are going to have a great program out there and I think he's right."

Mr. Pagano - invited the panelists to present final statements before adjourning the session. He invited Dr. Burkett to lead off and Mr. Delker to conclude.

Dr. Burkett - "I think that our failures in innovative programs are not that we do not design good objectives, but that when we have designed a program with excellent objectives the test is whether or not we can keep these foremost in the minds of faculty and administrators as we implement the kinds of programs developed. It seems to me that this simply means that you are always taking the three points of the planning process - you are looking at objectives; you are looking at learning experiences; you are looking at how you evaluate what you are doing. You keep coming back all the time, not necessarily that you will not reexamine your objectives, but that you do so deliberately. You need to guard against simply drifting away from the original thrust of your program, which is to do something that fills a new and different kind of need."

Mr. Delker - "I think that my wrap-up will be that this group should not make the mistake that most educators make - that of not monitoring the world for which we are educating. You know, producing these Ph.D.'s that can't find jobs is inexcusable. It shows that we are not in touch with the society for which we are educating. No one seems to be less systematic and more unscientific than those of us who are in the intellectual community. So, I would just wrap-up today by saying I hope this group is preparing people through special programs by staying in touch with the real issues of our time. I am convinced that the rate of change in this decade will be so great that if we make the mistakes we made in the last decade, we really will fail."

SESSION VII

Chairman:	Dr. Kevin E. Kearney
Panelists:	Dr. George Aker Dr. Jess Burkett Mr. Paul Delker Mr. Jules Pagano
Session Theme:	Conference Summary

The Chairman opened the session by suggesting that it would be appropriate to synthesize the Conference via two kinds of questions: (1) those touched on but requiring further exploration, and (2) those not yet identified but worth recording.

Dr. Burkett introduced the topic of counseling as one that had been touched on but required further exploration. In his observations, he recognized the importance of academic counseling but wished to stress the significance of pre-enrollment counseling in the adult degree program. He noted that some people are attracted by the method of the program without being aware that the content might not be appropriate for their needs. Another important consideration, he thought, was to recognize that some people might confuse an educational program with therapy. These people needed to be made aware that they would not help themselves by looking at education as therapy. By doing so, they would add to the burden they already had by taking on the problems associated with acquiring an education.

The Chairman noted from his experience that pre-enrollment counseling often plays a critical role in reinforcing an adult applicant who is qualified but who feels inferior.

A member of the audience brought up a related yet different topic - what he referred to as "a forgiveness policy." Dr. Burkett reported on the success of a number of adults in the BLS Program who had had a poor academic record ten years prior to their enrollment. If the individual has a poor academic record some years back but shows promise on the placement tests, he usually gets the opportunity to prove himself in the Program. An applicant, however, had to be readmissible to the last institution he attended. If not, he would have to go back and "make peace" with the institution before being admissible to the Adult Degree Program.

The "forgiveness policy" on the graduate level was another matter. Here admissions policy is less flexible. Representatives of the Air Force in the audience recounted instances of highly motivated service men who were denied admission to graduate study. The colleges would not consider their entry even with provisional or probationary status. It seemed tragic that men who were highly motivated and who had proved themselves as performers in War Colleges could not continue their education.

Dr. Burkett thought that Universities intertwined the search for quality expected of the end product or graduate with that required for entry into a program. Because of this confusion, a lot of good people have probably been barred from entry through application of standards that are applicable to the graduate or end-product.

Dr. Shelburne related that the Air Force had asked certain graduate institutions "to gamble with them" on selected officers who had excellent records of performance in other than the scholastic context. The results had proved gratifying. Mr. Pagano thought this was "higher education's problem, not just the Air Force's problem." He readily agreed "that if man's performance in his given vocation is excellent, there is no reason why he shouldn't have an opportunity to have that same kind of probationary period in the world of education." Mr. Quick indicated that some schools have already had successful experience with this approach. He cited the MBA Program offered by the University of Utah as a dramatic example of an institution's willingness to give the motivated student a chance to prove himself and of the institution's positive reaction to the venture. Mr. Schrader and Dr. Aker reported similar experiences at the University of Tampa on the undergraduate level and at Florida State University on the graduate level.

The need for another conference was the next item considered. "What can we share in our experiences that will help us do this job better?" - had been the central focus of the current Conference. Mr. Delker felt that some future conference might appropriately address itself to an equally significant theme - "new strategies for educating adults."

Requests for information regarding studies available in the area of adult education triggered an emphatic plea for research in the field. Some of the works cited included, William A. Hoppe, Editor, Association of University Evening Colleges, Research Committee, *Policies and Practices in Evening Colleges, 1969;* Ossian MacKensie, *et al., Correspondence Instruction in the U.S.;* Travers, *Degree Programs in the U.S.,* and the publications issued by the Syracuse Center for Continuing Education.

Dr. Aker, Mr. Pagano, and Dr. Burkett stressed the need for additional research. Mr. Pagano seconded Dr. Aker's initial call for research and called for a total approach involving research, inservice development and cooperation between institutions of higher education and professional organizations. He challenged the conferees to exert their leadership to inaugurate a program of inservice development for adult degree program advisers, administrators, instructors, and seminar leaders. He also expressed his feelings regarding the role of the A.E.A. (Adult Education Association of the U.S.A.). He noted that the A.E.A. "must find a way to articulate the need and bring about the support for its development."

Dr. Burkett cited his interest in learning more about the concept of team teaching, particularly with reference to the seminar facet of an adult degree program. He wanted to identify "the best scheme of inter-play of faculty resources during this intensive period."

Mr. Paul E. Huff, Education Director, SAC, USAF, Offutt Air Force Base, Nebraska, commented on the problem of credit mobility—the transfer of credits—which called forth further consideration of what had been a recurrent conference theme.

Mr. Huff identified the problem as it related to Air Force Personnel. In their case, mobility is a routine aspect of their life style. While credit mobility posed a problem on the undergraduate level as well, Mr. Huff was most concerned about the problem of transferring graduate level credits.

Mr. Pagano commented on the extent of the problems with the observation that many people in industry were also affected. A basic step toward resolution of the need called for "articulating this problem outside of educational circles." Mr. Pagano suggested, in other words, that we needed to take the problem to Society. If necessary, we would take the issue to the Courts of the Land.

Members of the audience described current reaction to the credit mobility problem. One participant observed that industry was aware of the problem and that some firms were designing their own educational systems and rewards. Another cited a development within the educational establishment on the University level in Michigan. Deans of Colleges in the State had worked out an agreement allowing for more latitude in the transfer of credits among their institutions.

Mr. Pagano saw this as another possible avenue for change. He felt that ventures of this sort illustrated one of the great qualities of the American system of education. Change could come from within. If one state initiated a change, then other states could seize on this precedent to initiate further change.

One final question introduced by the Chairman was - "Are there other kinds of clientele to be identified, whose interests and needs might be served by special adult degree programs?"

Dr. Burkett cited the need for a program to upgrade emerging leadership groups in urban areas. Dr. Galbraith suggested a program was needed to retrain teachers for integrated schools. Mr. Pagano pointed up requirements of paraprofessionals in medicine and in education and of personnel in service agencies at all levels of government. Dr. Aker suggested degree programs, or certificate programs, for the education or re-education of audiences in correctional institutions, nursing homes, and in rural areas. Mr. Larry Romig, Assistant Director of the USF Center for Continuing Education, called for the inclusion of such audiences as the wives of mobile personnel and the homemaker.

SUMMATION

The Chairman reported that the remaining minutes would be used for a summary of the session. He indicated that he would present the summary and that the panelists would add a final word befitting the close of the Conference.

Dr. Kearney offered the following generalizations by way of summarizing the session - "First, I think we have gotten a new view of the student because of our experience with the mature American student. Because of this new view, we have asked ourselves a lot of questions and we have identified a lot of needs.

"We have said, moreover, as any educational group needs to say every time it meets, there is a need for more research.

"There is a need to train teachers of adults. More specifically, there is a need to train counselors, advisers, seminar leaders, and program administrators.

"There is also a need to break the mold of the immobile credit hour so that mobile Americans who need an education can get it. They should, in other words, be able to flourish as learners because of the system rather than in spite of the system. Finally, there is a need for more flexible and accessible graduate programs for the mature student.

"One speculation that has undergirded the whole Conference is that the academic credential of the future may assume a new form. More significantly, that new form or that new symbolism may not resemble the traditional degree as we know it."

Dr. Aker responded to the Chairman's request for a final statement by inviting the conferees to initiate an "invisible college." If participants would remain in contact with one another and exchange information on bibliography, innovations, personal concepts, and noteworthy developments, they would be enriched by their membership in the "invisible college."

Dr. Burkett chose to reflect on innovation in the setting of a twentieth century college or university - "Innovation must grow out of support and interest of a group within the faculty, but it does not initially require support of a majority of the faculty.

"Innovation by its very nature alters the image of the institution. It may not be accepted if it threatens unduly the institutional image held in consensus by a majority of the faculty. Innovation, therefore, tends to flourish in new institutions whose image is a developing one, or in institutions whose stature is sufficiently secure that the faculty is not threatened by the insecurity inherent in all innovation.

"Innovation tends to proceed at its own pace. While it must have administrative support and encouragement, it cannot be constrained by administrative pressure nor successfully launched by administrative fiat."

Mr. Pagano declared that "innovation takes place in an atmosphere of creative tension." Timing was a key factor and he thought our time was laden with opportunities for innovation. Our values, for instance, were changing rapidly. Further, "the kinds of mechanisms available to us are unlimited." All we really needed was "the imagination to put them together."

The speaker aptly brought the Conference to a close by pointing to the educator's attitude as the key to innovation. In Mr. Pagano's words - "We need to be open-minded enough to allow participation that may change our preconceived concepts of what we are doing and where we are going. All of us have a unique opportunity to be creators of creative change."

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